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ABSTRACT

This collection of 80 articles from "CASE Currents," a publication of the Council for Advancement and Support of Education, focuses on nine topics in sections entitled: (1) The Association: Building Your Base; (2) Finances: Making Ends Meet; (3) Activities: Bringing 'Em Back; (4) Chapters and Clubs: Reaching Alumni Near and Far; (5) Continuing Education: Life After College; (6) Alumni Travel: Going a Long Way; (7) Volunteers: Tapping Alumni Talent; (8) Involving Students: The Future Is Now; and (9) Keeping Records: Your Tie to Alumni. The first section covers long-range planning, association organization, surveying and serving diverse alumni, and association leadership. Section two looks at financial planning, cash use, merchandising, dues, and tax issues. Section three provides activity ideas. The fourth section discusses the issue of local clubs, and the fifth looks at alumni education programs. Section six covers alumni tour programs. Section seven contains ideas, experiences, and suggestions for successful volunteer involvement, and section eight presents ideas about involving college students in significant programs before they graduate. The last section addresses issues associated with computerized recordkeeping and mailing. (MSE)

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CASE

Building Your Alumni Program

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The Best of CASE CURRENTS

Edited by Virginia L. Carter
and Patricia A. Alberger

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1

the association

building your base

Alumni relations: Moving into the mainstream

BY ROBERT G. FORMAN
Executive Director, Alumni Association
University of Michigan

The popular advertising slogan "You've come a long way, baby" could easily be applied to the field of alumni relations. Since its beginning in the early 1800s, when alumni of some eastern colleges banded together to renew old school ties and raise their glasses to their own "Old Eli," alumni relations as a profession has, indeed, come a long way.

As early as 1792, Yale College introduced a system still commonly used—the class organization centering around a class agent or officer. Perhaps the first overall general alumni association representing the total alumni body was formed at Williams College in 1821.

In creating their society Williams alumni stated their purpose: "That the influence and patronage of those it has educated may be united for its support, protection, and improvement." That statement seems as valid an alumni association objective today as it was more than 150 years ago.

Williams' pioneering efforts were soon followed by similar actions at other eastern institutions: the University of Virginia in 1838, Bowdoin College in 1840, and Amherst College in 1842. Even earlier, other eastern schools had made partial attempts to organize some type of alumni group, including an alumni association of Nassau Hall organized at Princeton in 1826.

Harvard's alumni association began in 1840. Twenty-five years later, it passed a bylaw providing for election of 30 overseers to be selected by persons who had received a degree from Harvard. Brown University organized an alumni fund society in 1823. Its purpose was to give prizes for commencement

Illustrations by Gary Viskupic

speakers. However, Brown's first real alumni association did not come about until 1842.

The alumni movement moved westward as universities and colleges developed. Miami University (Ohio) alumni association was founded in 1832, Denison University in 1839, and University of Minnesota in 1877. The movement reached the West Coast with the creation of the University of California Alumni Society in 1872.

These early developments in alumni relations were uniquely American. Although universities in this country had patterned themselves after European counterparts, organized alumni activity began in the United States and was basically unheard of among continental European universities until very recently.

This is because most European institutions were publicly funded. There, higher education was principally a means of qualifying students for federal examinations in vocational and professional fields. European students were likely to move from one university to another taking specific courses leading to a government examination. Students developed very little identity with a specific institution. What little alumni activity there was existed mainly for good fellowship and social gatherings. The idea that alumni might be of real service to their alma mater is an American phenomenon.

Among the eastern private institutions of the 19th Century, alumni wanted chiefly to participate in the governing of the university. Early alumni tried to get seats on boards of trustees or at least to gain responsibility for selecting trustees.

The University of Michigan employed the first paid full-time alumni secretary in 1897. From that moment on, most alumni organizations at schools, colleges, and universities recognized the need for full-time professional staff people. However, it was not until 1922 that the first full-time field secretary was hired by an alumni association, or by a university. Ironically, this, too, was at U-M.

Obviously, fledgling alumni societies and associations in this country sought to bring their alumni together to serve their alma mater, to enjoy good fellowship, and to serve alumni.

This purpose has continued to serve alumni associations and universities well. Perhaps it is best stated in the Michigan Creed, written by Alexander G. Ruthven, former U-M president:

> *We believe that the student should be trained as an alumnus from matriculation; he enrolls in the University for life and for better or worse he will always remain an integral part of the institution.*
>
> *We believe that the relations between the alumnus and his university should be beneficial to both, and that the mutual assistance provided by the graduates and by the institution should be limited only by*

their powers for service.

We believe that to the person who has obtained what he should from his alma mater, Michigan is the actual expression of a practical idealism—government, religion, and state-supported education being inseparable—; and

We believe that to the University the alumnus is a member of a brotherhood bound by the spiritual tie of faith in the ideals of education.

This creed could apply as well to any other institution. It provides the basis for the mutually supportive role of alumni to universities and universities to alumni.

Ironically, we in alumni relations frequently find ourselves defensively arguing that we are, indeed, a profession. In truth, all institutional advancement fields have stemmed from the early work of alumni associations.

Educational fund raising is the by-product of alumni organizations. At U-M, the first major fund-raising effort did not develop for nearly 100 years after the formation of an alumni society. The same could be said for most other universities' fund-raising activities.

The idea of using alumni to communicate their concerns to legislative bodies was an out-growth of alumni activity. The first external publications of most American universities and colleges were communications to alumni of those institutions.

As we view the rapid growth and development of other professional entities within institutional advancement, alumni relations can be said to be the trunk of a fast-growing tree with many and varied limbs.

Today, alumni relations activities are gigantic, complex, and diverse. From the days of the volunteer alumni secretary, we have come to the point where almost all colleges and universities have professional alumni staff.

One of the peculiarities of alumni relations, and perhaps one of the reasons that it seems difficult to define the field properly, is the fact that no two alumni organizations are alike.

I strongly support the concept of the independent alumni association. Others, from equally valid points of view, suggest that the best approach is the totally integrated and dependent association housed within the university's overall organization. Most alumni associations are hybrids of these two approaches. In truth, few are totally independent and few are totally dependent.

What they all have in common are two simple objectives: to develop ways to enable alumni to serve their university and to carry out programs and activities that serve alumni. Our real professional challenge is to keep these two objectives in proper perspective and make them mutually supportive.

Today's programs would be unrecognizable to many of our early professionals. We employ individuals whose academic training and work experience cover a variety of backgrounds. To manage an alumni relations program properly, we need advice from specialists in business management, journalism, marketing and sales, group dynamics, camp administration, travel consulting, interpersonal communications, and other fields.

Alumni relations reaches every aspect of the university community. A well-rounded program involves alumni in fund raising, government relations, decision-making, faculty selection, student relations, student recruitment, scholarship and financial aid, visiting communities, faculty selection, club organization, reunion activities, merchandising, insurance, and other areas. Some associations' gross income is many millions of dollars, counting receipts from travel, camps, and merchandise.

Back in 1913, H. S. Warwick, the Ohio State University alumni secretary, would not have believed the scale and complexity of the programs directed by the current executive, Dan Heinlen. Warwick's operation was basically a one- or two-person shop, like those at most other universities of that era.

The first sign alumni relations was becoming a true profession

was at a meeting in Columbus, Ohio, on February 22, 1913. The meeting was called by H. S. Warwick and delegates attended from a large number of universities.

There, W. B. Shaw of U-M presented a paper on class reunions, E. B. Johnson of the University of Minnesota presented one about the relation of the alumni organization to the governing board, and H. F. Harrington of Ohio State presented a third, on alumni publications.

At that meeting, those attending formed an organization and elected Johnson its first president. The 23 delegates at this first meeting issued a 48-page report.

Similar meetings followed elsewhere in the United States: Chicago, New York, Palo Alto, and Nashville, and the Association of Alumni Secretaries was a reality.

This organization was the forerunner of American Alumni Council and subsequently CASE. Again, it preceded any organizational activity of its kind in other institutional advancement fields.

The alumni secretaries' early recognition of the need to communicate with one another, and the establishment of an organization that allowed them to share ideas and to develop new techniques and programs, established once and for all the identity of this field as a proper profession.

As a profession, alumni relations has moved through two stages and is about to embark on another. The first stage was organizational. The profession moved from banding alumni together for social purposes to developing service projects and roles for alumni to take in supporting their universities.

The second stage has been program and technique development. Alumni associations have developed a wide variety of program activities to serve the university and alumni. It has been an age of the professional-technician. The profession has put great emphasis on learning how to plan programs and how to carry them out.

Now we are about to enter a phase I call moving into the mainstream. By this I mean a time when alumni relations needs to move from the kind of ancillary functions that most university administrators emphasize to the mainstream of safeguarding the life of our universities.

Until now, alumni support has been viewed as the frosting on the cake. At Michigan, we call it the Vital Margin. This is the additional support that a university needs to move beyond its present capabilities. Alumni support of all kinds, not just financial, has been considered important but not essential.

How will we move into the mainstream? Alumni relations, managed properly, will become one of the main efforts in student recruitment. There are no other resources so well disposed to make this contribution than former students. If students are, indeed, the lifeblood of any institution's future, then alumni will be the key to assuring their continued and successful recruitment.

As public institutions face the inevitable enrollment decline, governmental agencies will reduce public support. The best interpreters of what these cuts may mean will be the constituencies of appropriate legislators. Within those constituencies, the only people who can explain the needs of colleges or universities will be the institution's alumni.

There will be an even greater need for private support. This type of support will not be for additional capital needs but for day-to-day operations. It will be a period in which we alumni administrators test the life-long obligations of alumni to the university. We will all take our final exams. All the techniques we have learned over the last several decades will be put to the test.

Those institutions that survive the rigors of the next two decades will be those that have enlightened alumni relations programs. And they will have administrators who understand the importance of alumni relations activities. As a profession, can we deliver once we are given the proper chance? This will be our challenge. CASE

Shaping a long-range plan for the alumni association

BY PETER F. HUNTER
Director of Annual Support
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R. S. Jensen/Goucher College

We at the University of Hartford decided to take a hard look at our alumni association—its goals, programs, growth, budget, relation to alma mater, and many other facets—and develop a long-range plan for it. We had several reasons for this:

- After eight years of significant growth, we noted a slowdown in program and fund-raising activity.
- We urgently needed to conserve resources by becoming more efficient.
- We wanted to reactivate university-wide enthusiasm and recognition for the alumni association.
- A recent survey of alumni had shown they had their own ideas about the alumni organization they wanted. For example, whereas we had been prepared to organize according to graduating class year, alumni told us they were primarily interested in their school within the university.
- We recognized the university was not using alumni as an effective resource.
- The inordinately slow process of converting our records and information systems to electronic data processing (EDP) was hamstringing our program.
- The university was implementing zero-based budgeting and management by objectives, and our office had to follow suit.
- Our university president would soon retire, and we would have to justify our present status and outline our future plans to his successor.
- Our alumni volunteer structure alone was not strong enough to accomplish what we wanted, and for this reason, we had to gain the support of the president and Board of Regents.

Getting started

It was one thing to decide to conduct a major study and make a long-range plan; another to get it underway. Even to begin work, we had to win the approval of the administration and the Board of Regents as well as of leaders of the Alumni Council and the Annual Fund.

To present our case to these various audiences, we developed a general statement. It outlined the need for the plan, stressed its urgency, and included an idea of the project's scope and schedule.

Of course we had to pay attention to the politics of the institution. Both the president of the alumni association and the chairman of the fund agreed that a major analysis was essential, but we had to convince the administration, regents, and others not as closely acquainted with our organization.

To win support for our study, we needed an effective sponsor—a respected member of the Board of Regents who was an alumnus. Our choice was the chief executive officer of a major local manufacturing company, who is a respected member of the Hartford community. He also had had a long record of alumni leadership. The staff and the leaders of the alumni association and fund approached him at a dinner. He saw the need for the study and sponsored it effectively. The president and the Board of Regents' Executive Committee heartily endorsed the idea.

Included in their endorsement was the stipulation that the study be unbiased and that it take top priority for the administration. The net effect was to take the project out of the current alumni structure and to create a top-level university committee to study the association. In order not to alienate alumni leaders, they were named to the committee.

While all this was going on, the staff was developing a study outline including ideas on organization and makeup of the committee, staffing, and budget. The staff of the alumni office would conduct the project. For its duration, our usual work load was reduced, and the president authorized $5,000 to cover the expenses of the study.

We were now ready to get underway.

Selecting the committee

The makeup of the committee was crucial. We needed a representative cross section of the alumni body: alumni with long records of leadership as well as notable but uninvolved alumni; younger and older alumni; alumni from far and near. We also needed regents, members of the administration, deans, faculty members, and students. And it was vital that the committee members be influential and respected. It might look as though it would take a large, unwieldy committee to include all these, but we were able to select a cross section and still limit the committee to 12 members.

We looked for a suitably influential chairman. The alumni regent who helped us get the project underway agreed to serve on the committee but could not chair the group. We chose a nonalumni regent, the former chairman of the regents' Development Committee, who served as chairman and chief executive officer of a major national insurance company. His involvement was a great asset.

Organizing the study

The staff of the alumni relations office and the alumni fund provided administrative support for the study group. We organized agendas, prepared the outlines and recommendations for

review, and provided the follow-through that any volunteer organization needs. In addition, we collected data; organized the plan; wrote reports; enlisted the aid of auxiliary services; handled correspondence; recommended committee leadership; interviewed outside sources; and studied, visited, and conducted surveys of alumni programs and funds at comparable institutions. There was a lot to do, but it was intense, exciting, and rewarding when we saw the pieces fitting together.

The committee understood that its role was studying and reviewing the background information and reacting to the issues. Committee members encouraged us to investigate new areas not covered by our outline, proposed alternatives, debated, and developed recommendations. Their review of the wealth of data left them enthusiastic, and their enthusiasm challenged us.

Developing background information

To effectively analyze our position and develop goals, we needed background data, including:

- a *historical* perspective of the alumni program and fund;
- a *profile* of the alumni body (e.g. age, sex, geographic distribution; number of alumni, by school, degree, class; growth patterns, etc.);
- a review of the alumni program and the fund (nature and scope, services provided, participation, functions, growth pattern);
- budgets;
- staffing and administration;
- volunteer organizations, purposes, and so on.

Most important for the committee's decision making was:

- the 1971 self-study of the association by the alumni officers;
- the 1975 comprehensive survey of alumni opinions about the relationship of the alumni association to alma mater;
- data base/information systems needs as assessed by a consultant.

For perspective, we also collected the following information:

- comparative data at competitive institutions collected by survey and personal visits;
- personal interviews with significant alumni *not* involved with the current program.

We had to assemble, publish, and present all of this information to the committee before it met for the first time.

Conducting the study

We drew up a direction outline for the various phases ot the study. It provided the committee with an organized approach to the data. Here is an outline of the phases:

1. review of background data;
2. assessment of trends;
3. assessment of the current status of the alumni;
4. development of goals for the future relative to:
   a) the functions of alumni (e.g. program, fund raising, public relations, admissions, legislative affairs, involvement, social programs, governance, and records and research);
   b) the current alumni organization;
   c) staffing to meet the new goals;
   d) budget;
   e) impact of information systems;
5. development of statements and recommendations;
6. construction and review of the report.

Committee members and staff met in four two-hour long sessions over two to three months. Phases one, two, and three were covered in the first meeting, and committee members developed a general statement regarding the current status of the alumni. In the ensuing three meetings, committee members reviewed, category by category, each of the functions of the alumni association. Drawing from the background information discussed earlier, they arrived at general points of agreement and proposed recommendations. We staff took notes and created pieces of the report as we went along.

Before each meeting, members received information for review. It incorporated salient points of the previous meeting and an outline of proposed recommendations for action at the next. Committee members had advance opportunity to develop reactions to recommendations, thus making possible productive meetings.

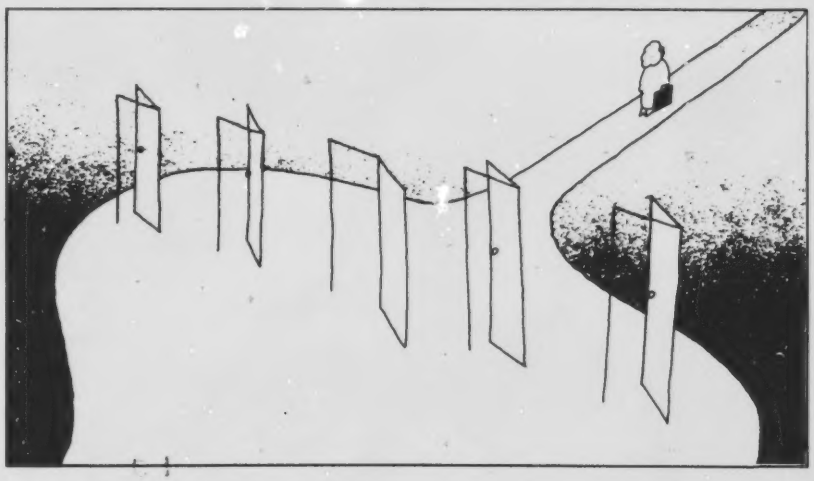
The recommendations and goals statements now complete, we staff members wrote the basic report. In the next two meetings over the course of a month, committee members with our help revised the report. They and we incorporated in it supporting documentation, bibliographies, and graphs.

We kept the committee chairman apprised of our progress between meetings. He monitored the development of the statements and recommendations while the report was being constructed, and provided direction throughout the planning session.

Constructing the report

In order to provide a clear picture of our history and our future goals, the report had many parts. It included: a short summary of the recommendations; an historical perspective of the alumni association and fund; the basic report, including statement, positions, and recommendations; and supporting documentations, including an addendum listing committee members and their credentials.

Probably most important was the cover letter. Written by the chairman, it addressed the charge given the committee, how the study was conducted, how decisions/recommendations were arrived at, what documentation was reviewed, and the makeup of the committee. Most importantly, it asked



those who would review the report to implement it.

Implementing our plan

Initially, the committee prepared the report for the president. After his approval, it proceeded to the alumni association and alumni fund bodies for their action. Finally, the report was presented to the president-elect. After all parties approved the document, it was accepted in executive session by the Board of Regents, and published and distributed to various constituencies.

It is important to stress that a high-powered committee, chaired by an important and respected regent, lent credence to our work and assured the final acceptance of the report. The membership constituted an effective power base, with endorsement by the president and the board to create a new direction for the alumni. When necessary, the chairman was empowered to call the group together to flex its collective muscle, ensuring that the recommendations of the report would be implemented. Consistent with this philosophy, the committee chose to meet annually to assess the impact of the report and monitor the results.

Setting the schedule

A long-range plan is a major undertaking. Here is the timetable we outlined for ourselves when we got started:

June:	Assess the need for the plan.
July/Aug.:	Develop the proposal and select influential advocate.
Sept./Oct.:	Prepare background.
Nov.:	Organize the study.
Nov./Dec.:	Select the committee.
Jan./Mar.:	Conduct the study, develop recommendations.
April:	Prepare the report.
May:	Seek approval for the plan.
June/Nov.:	Implement.

What is the impact?

Long-range planning is a positive and *necessary* exercise for the alumni professional, especially in today's business-oriented university or college. It helps you organize your thinking so that you can be an effective manager, utilizing your resources to produce positive results.

Only *you* can decide whether your association needs a long-range plan. If so, you have to *create* the environment to accomplish the needed changes.

As you develop new strategies for the future through a long-range plan, you become a hero of sorts to your alumni. You will have recharged their interest in alma mater by providing a new image, furnishing a sense of direction, and stirring up excitement. An effective, well-thought-out plan will enable you, your alumni, and your institution to reap benefits for many years. CASE

New role for alumni: Keeping colleges in touch

BY ALICE BEEMAN
President Emeritus, CASE

A couple of months ago, I ran across what seems to be the perfect expression of American ambivalence toward higher education. On the editorial page of *The New York Times*, an essay appeared under the byline of John D. Rockefeller III. It dealt with the opportunity we have to use the bicentennial celebration to reexamine and renew traditional American values. In a list of what he considers the "problem areas" in America, education was in second place. On the back of Mr. Rockefeller's editorial article I found a full-page advertisement sponsored by the United States Chamber of Commerce with the headline "What's *Right* with America." The ad presented excerpts from a speech by Arch Booth, president of the national Chamber, who listed 10 things he thinks are very much right about America. And, sure enough, in second place, he had listed the educational system.

It's clear that we are once again in one of those periods when education is on almost everybody's list of what's wrong with America. Fortunately for us, it is also on some lists of what's right.

Perhaps a more accurate expression of this right/wrong argument can be found in two recent books, one popular and the other, I fear, destined to be read mostly by those of us in education. The first, of course, is Caroline Bird's book entitled *The Case Against College*.

It calls a college education a "rip off," a "form of voluntary servitude" and perhaps "the dumbest investment you can make." College has little, if any, effect upon its students, she says. College graduates are superior people, but that's because they were superior to start with. If I seem to belittle Ms. Bird's book, let me say that there is enough truth in her charges that educational leaders should take her seriously, even if we might wish that she had been more temperate and less sweeping in her charges.

On the other side is the book published by the Carnegie Foundation for the Advancement of Teaching, titled *More Than Survival* and subtitled "Prospects for Higher Education in a Period of Uncertainty." This book is by no means a song of optimism but it does give, in my view, a much more balanced picture of the situation.

Compare this paragraph from the Carnegie report with Caroline Bird's accusations:

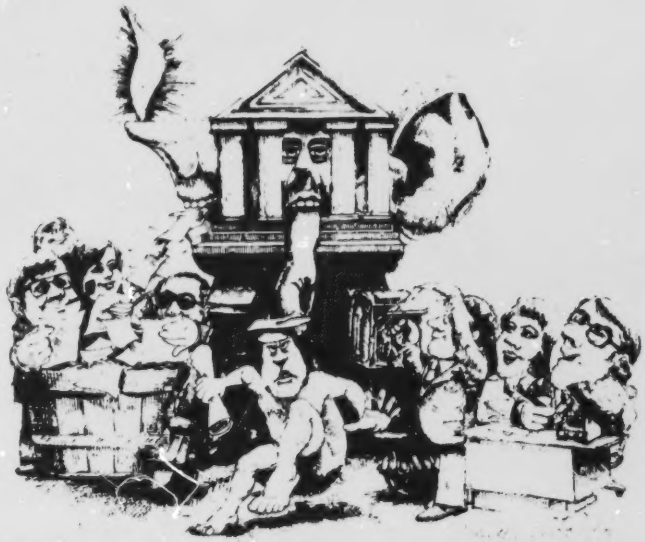
"The nation has a great stake in the vitality of its system of education. In the narrow sense of national income per person employed, 'education per worker' has contributed about 20 percent, 1929 to 1969, and 'advances in knowledge' about 50 percent to the increases that have taken place in those 40 years. More 'capital' and 'improved resource

allocation' are the other major positive forces at work. . . . Higher education contributes teacher training to all of education and is central to advances in knowledge. More income per person employed creates the possibilities of better health and a generally higher quality of life for individuals. Higher education is also a major avenue to greater equality of opportunity, increasingly traveled by those whose origins are in low-income families and by those who are women and members of minority groups. The participants within higher education are, additionally, a great source for the self-renewal of American society as they examine it and make proposals for its improvement."

I think the real crisis in education today is a matter of faith, of belief. There is still in this country a tremendous reservoir of faith in and good will toward higher education. One has only to look at the enrollment statistics—nearly 10 million Americans are enrolled in post-secondary institutions—and at the level of public and private financial support to realize the extent of this good will. But, at the same time, there are more questions being raised by more people with more vehemence than for a long time in the past. Caroline Bird's book has attracted readers because a lot of people were already questioning whether college is worth the struggle and the price.

Both educators and their critics seem agreed that there is today a crisis of public faith in higher education. The question, then, is what do we do about it? And next, what do alumni do about it?

There lingers the myth that alumni associations are made up of rich old grads who come back to college reunions for a brief fling of boozy sentimentality and who put their alma mater in their wills. Alumni directors, then, are those jolly fellows who get the football tickets and the booze and who arrange to get sons or daughters of alumni admitted to the freshman class despite low SAT scores and bad high school grades.



Illustrated by Wally Neibart.

Well, all I can say is—not lately. The alumni associations I know anything about are composed of people who work and work hard for fund-raising efforts, who help the institution recruit able young students and provide scholarships for them, who talk with legislators and others to urge support of educational appropriations, and who serve tirelessly on boards of trustees and numerous support committees.

Two major functions that alumni can perform in the next decade are of vital concern to their colleges and universities.

First, the alumni association can and should serve the university as a "distant early warning system" of changes in public values and of shifts in public opinion.

Many of the crises that have struck the campuses in the past decade or two came, apparently, as a complete surprise to the campus leadership of faculty and administrators. They later wondered why they didn't see it coming. One expert in this matter has observed that there are some readily identifiable phases in the growth of public issues that have an impact on the campus. First, there is a dormant phase when the issue is recognized by relatively few. If caught here, it can often be handled through limited action and with small difficulty and commotion. The next phase might be described as the public opinion development phase. By this time, the issue is in the newspapers and on television, and large scale public debate is developing. At this stage, voluntary cooperative action among colleges may help to solve the problem.

But if no action is taken, the third phase appears—institutional action. This comes when the Congress, the state legislators, and the courts get into the picture. By this time, it's usually too late for the educational institutions to exert much influence. Yet, unhappily, this is often the stage at which the colleges and universities belatedly get into the act.

This analysis, from the *Harvard Business Review*, was applied to corporations. But it is applicable to education as well.

Consumerism, for example, has followed this three-phase outline, as General Motors, ITT, and many others have learned, to their sorrow. And the colleges and universities have studied it as a business phenomenon and only now are belat-

edly awakening to consumerism on the campus. There are already at least two cases in court in which students have sued an institution. They charge, in effect, that the college catalog is a contract and that a course of study did not live up to the description given in the catalog. The plaintiffs say they are entitled to refunds and maybe damages to compensate for their wasted time. And there will be more such suits.

We should have seen it coming. And we'd better consider it now, especially as many colleges try to combat their financial problems by resorting to advertising and other business marketing practices. Colleges and universities need the help of their alumni in identifying these public issues before they reach the crisis stage, and it's too late.

A second function of alumni associations is that of mediation, a function larger than lobbying for an immediate cause or measure.

An article titled "Hostility Between Politicians and Educators Runs Deep" appeared on the front page of *The Wall Street Journal* not long ago. It referred to a report by Samuel Halperin, a former HEW officer now on the faculty of George Washington University, to the effect that "deep-seated animosities" on both sides tend to thwart efforts at bridge building between legislators and educators. The educators complain that politicians take short-term, narrow, selfish views, shoot from the hip, know little about educational issues, show contempt for educators, and fail to pursue consistent policies. The politicians, in turn, say that educators are arrogant or sanctimonious, fail to provide requested information, talk down to or over the heads of the legislators, and view the political decision-making process as "dirty, underhanded, or even immoral." And educators put campus interests ahead of the public interest.

That was *The Wall Street Journal.* A sort of postscript came in a lengthy article in *The Washington Post,* in which that newspaper's top political reporter, after a coast-to-coast opinion sampling, commented: "Education has transformed America, with virtually every community of any size now sporting a school system that runs through the community college or university level. And yet, there is a strong budgetary backlash against the education system led, in many instances, by the politicians who are among its most conspicuous success stories."

In other words, many of those politicians resentful of educators are themselves alumni. The mediation role can well be performed by other alumni who have a foot in both camps.

But the mediation role, if it is to provide the kind of interpretation and support that education needs, must be applied across a broader spectrum than just the state or federal legislature. A host of voluntary organizations and associations exert, in the best sense of the word, political influence. These organizations include chambers of commerce, leagues of women voters, labor unions, farm organizations, medical and other professional associations. We must rely on alumni to represent our educational institutions among these voluntary groups, and to fill the role of mediators and communicators. The university president may come to town once a year to explain what the institution is up to, but alumni are there throughout the year.

What is the role of responsible college leaders—the president and other administrators, the trustees or regents, the faculty and students?

The first and very obvious obligation is to listen. History is littered with examples of early warning systems that went unheeded with resultant disaster. There were warnings, had the commanders at Pearl Harbor been attuned to them. Ralph Nader's *Unsafe at Any Speed* certainly gave General Motors fair warning, but management refused to listen. Educators, too, have their blind spots. I'm reminded of those warning signs on railroad grade crossings—not quite so frequent in this age of superhighways as they were when I started driving a few decades ago. But the warning still reads: stop, look, listen. And I would add, "heed." It does no good

to set up an elaborate mechanism – in this case, an alumni association of statewide or national scope – if the advice is ignored.

My second comment to the campus administrators has to do with the mediation-communication function assigned to alumni. It's about as hard to mediate or communicate without adequate or accurate information as it was for the Israelites of old to make bricks without straw. Full disclosure is one of the buzz phrases of the day, especially when applied to politicians or corporations. But it applies also to educational institutions. One reason for the hostility between educators and politicians is the conviction on the part of many legislators and state administrators, whether justified or not, that they do not get the full story from the educational establishment. If alumni are to speak for us, they must have the facts – all of them.

But even after we give alumni the facts, we need to keep remembering that communication, just by itself, does not solve all problems. From time to time, there must be changes in performance – substantive changes. It isn't enough to tell the story in more attractive ways, or to employ more media of communication, if nothing changes. I have spent most of my professional life in the communications and public relations fields, but I do not betray my profession when I say that communications alone is not the answer to all problems. Performance must be as good as our communications programs say it is. It is not always possible to have performance that matches public expectations, because sometimes the public has been led to expect the wrong things, or to expect too much too soon. And then we have to rely on our communications programs, and our communicating friends, to help the public reassess and revise its expectations.

But those of us responsible for formulating policy and making administrative decisions on the campus must be willing to make substantive changes in programs and methods. Cosmetic changes will no longer suffice. CASE

A-L-U-M-N-I doesn't just spell M-O-N-E-Y

Thoughts of a professional alumni administrator

BY ROBERT G. FORMAN
Executive Director
University of Michigan
Alumni Association

God must have wanted Bob Forman at the University of Michigan: He gave him the school colors of maize hair and blue eyes, not to mention an indefatigable knack for getting the job done.

Forman has taken lots of ribbing for being a Michigan State grad, but 15 years at U-M have a way of knocking the punch out of that line. Dick Emmons, managing editor of the Michigan Alumnus, *says Forman possesses the "sift gift": the "rather rare ability to sift through the elements of a problem quickly and to identify the available courses of action." As executive director of U-M's Alumni Association, Forman has done a lot of sifting through the memories and minds of its 40,000 paid members.*

This summer in the 1978 CASE *Recognition Program, Forman's association garnered three grand awards (General Excellence in Programs, Alumni Relations, and Volunteer Involvement), and five other lesser awards. Not a bad year's work. During the year, he has also chaired the search committee for the new president of* CASE, *served on the* CASE *board, taught at the Summer Institute in Alumni Administration, and helped at several other* CASE *conferences. No wonder he talks to the ducks while jogging.*

Not too long ago, I interviewed Forman and sifted these thoughts from that hour of conversation. – DONNA SHOEMAKER, *Former Managing Editor.*

Hands as well as dollars help U-M

There's just no question about the fact that alumni relations means working to motivate alumni to be understanding and supportive of their university. Our primary objective is to develop programs to enable alumni to better serve their alma mater in a general sense. That is not exclusively in terms of their funds – and I really mean that.

We are people oriented, and we are able to do things to better people's lives. One of the projects we've helped with is involving educated people in the community through the efforts of local alumni clubs. One club took the lead in developing and operating a day-care center. We've run programs on drug abuse and drug education in communities where that is a real problem. We've been concerned with the Great Lakes pollution and soil erosion problems.

The alumni association should be a community catalyst for moving people. We've used alumni associations out of state to advance the cause of higher education. Alumni work for increased state appropriations for higher education in states like Arizona, mainly because we think that's the responsibility of an educated person. And we think it's the responsibility of an alumni association to set up some vehicles by which our people can do these things.

A club is a good way to organize people. Then we can send it resource people from the university to give them the data they need to help them do their job. Some think clubs perform no direct service to the university, but they do, because the community says, "Look at what those people from Michigan are doing." And the people doing it feel better doing something because they are Michigan people.

Pump—priming

University administrators and presidents are johnny-come-latelies in realizing the real value of an alumni relations program. This is a generality, and I quickly add that I have been pleased because I have a president who doesn't think this way. Presidents feel the pinch of money, and so rush pell-mell into a newly initiated fund-raising activity without recognizing the benefits of pump-priming to maximize those returns. Pump-priming comes from a very considered and patient kind of alumni relations.

Alumni—the real vested interest

A largely overlooked role for alumni is their involvement in the decision-making processes of a university—on school and college committees dealing with questions of curriculum, entrance requirements, graduation requirements, prerequisites, or whatever. After all, they are the users of that educational system and its products. The alumni have field-tested their educations. They are the very best people to report back how it works.

The purpose of the alumni association is to inform people objectively and candidly. In the long haul, we're also the trustees of the university. Faculty people come and go, administrators come and go, presidents come and go. But alumni will always maintain an interest in their institution because, in part, the value of their degree obtained back in 1948 is measured by how good the institution is in 1978. They have a long-term vested interest. If Old Siwash is not what it used to be, then you can contend that your education is not as good as it could be.

Many alumni associations are independent, or as some prefer to phrase it, interdependent. The professionals involved report to a board of directors and are hired by that board, and their compensation is determined by that board. In short, their very existence is owed to that board. In my own case, I do not report to anyone at the University of Michigan. We're separately constituted, an incorporated legal entity, and we exist apart from the university.

The independent association approach has a great deal of merit because you're dependent on your own ability to raise resources—through membership and dues-producing activities—with some subsidies perhaps from the university. It puts the onus on you to develop viable programs that not only have to stand on their own two feet in terms of alumni interest but in terms of economic support. This allows you to emphasize programs that directly serve alumni, as opposed to programs that directly serve the university. There's a subtlety there, clearly. The first objective of any alumni association is to serve its alma mater. But an important second objective is to provide programs that simply serve the individual, with the obvious long-range result that a well-served alumnus is going to serve the university.

A decade ago, U-M decided that it would give dues-paying status to anyone who contributed to the university. That turned out to be more risky than we had thought. After doing that for a couple of years, we concluded that we'd go back to our membership program, and state flat out that, if you're a member of the alumni association, it's because you paid your annual dues or you took out a life membership. When we removed all those people from membership status, we thought we'd get a lot of letters of protest, but we got only three or four.

We make our pitch for membership three or four times a year. With both of us (fund raisers and alumni association) going to a group of several hundred thousand alumni, you would expect a number of queries about the overlap, but we have fewer than a half-dozen a year. Educated people can read. We present our case, and the fund raisers present their case. People understand the difference.

Our membership is a little over 40,000 (out of a total of about 200,000 degree recipients). That's not as good as I want it to be, but it's quite remarkable considering that we gave membership away as recently as eight years ago.

Alumni can benefit too

Sometimes alumni associations are involved with programs that on the surface do not appear to be necessary or in the immediate best interests of the university. In a members' organization, the members have a right to expect certain benefits to be rendered to them. I have no particular conflicts concerning programs such as the alumni insurance program, or job placement, or summer recreation, such as our summer camp.

Last year, we had over 4,000 people in our camps. We own one in northern Michigan (Walloon Lake), that we bought 15 years ago with a 15-year mortgage—money borrowed from our own alumni. There, we run a completely filled camp for 11 one-week sessions each summer. It would have been more difficult to have created the camp had we been a department of the university. But the camp has been a tremendous asset to the university, particularly for young alumni who might not otherwise have been involved.

We now run a camp on the West Coast, one in the Adirondacks for East Coast alumni, and one in the Rhone Valley, Switzerland.

We have used these programs to identify the needs of the university to alumni by isolating potential donors there and talking with them.

We don't run our travel program to make money but to provide a service. We perhaps have the largest travel program in the country. I think we're meeting development needs there.

I think the development people understand and appreciate all of that, but their job is to enlarge the resources given to the university to operate financially. They do this by skillfully extracting money from people—or I guess a more positive way to look at it is to say they find a way to allow people to give. People basically are well motivated toward their institution, but it takes a lot of skill to go out and find the best way to get them to contribute.

The development people have done a superb job encouraging that. They've made it easier, or at least more accessible, for people to give bequest gifts to the institution while they live off the interest of their estates.

There are many ways you can help each other in alumni relations and development. When our people go into the field to talk with alumni clubs, I make it a point to make sure that they remember to report to the development office any alumni donor prospects we might not have known about in the community. It's not a CIA-type of operation. But we try to make sure the development office people follow up.

A different type of talent

There is a feeling in alumni adminis-

tration that the development people tend to have, both in the university and within the institutional field, a somewhat enhanced prestige over the alumni relations people and that, because they bring money into the university, their jobs are more important. You can see that in a slight difference in salaries. I think the educational fund-raising area is more rewarding dollar-wise, and quite frankly, I don't think it should be.

There is also a feeling—and even our people sense it—that somehow it might take more talent to work on a unitrust or bequest program than it does to go out and administer a good alumni club. I refuse to believe that. I think it's a different type of talent, and I don't think it should be compensated at a higher rate.

Professional stereotypes add to the competition between alumni directors and development people in large institutions. I'm guilty of projecting some of those stereotypes. I've kidded about the guys in the Brooks Brothers suits (fund raisers) who have no great institutional loyalty, and who, because they change jobs with great frequency and move about, are more professionally oriented. On the other hand, in the stereotype, alumni relations people are alumni who never got over sophomoric attitudes. They are always "alumni" and therefore not particularly "professional." They don't move about with any great frequency. They are often the guys or gals who couldn't quite cope with more "meaningful" work, so someone put them out to pasture in the alumni office. These stereotypes exist, and there's just enough truth in part of them to give some credence to them.

A profession in its own right

I think CASE has been concerned about looking at our profession as institutional management. We're all part of the same professional entity. But I find it a little troublesome to accept that. There's something nice about saying, "Yes, I'm in institutional management, but I am an alumni administrator and that's where my interests lie. Publications and institutional relations and fund raising are all things I want to know about to help me do my job and to help me serve the university. But essentially I am in the field of alumni administration."

What CASE can do is *not* to make me feel that I am part of some larger entity, but to make other people understand the uniqueness of what I do and that it is indeed a profession. And conversely, that it allows me to see what other people are doing and to appreciate the magnitude of their problems and concerns.

CASE has attempted to hire professional staff members who have an appreciation for the individuality of each of these areas but who also have an understanding of what it takes to work together. It helps, because if our national organization understands that we are mutually dependent on each other, that we need the chance to work together, then this has a way of funneling down to those of us out in the field. CASE

Working with alumni boards

BY DOUGLAS M. WILSON
Director, Alumni Affairs
Miami University

Although alumni programs differ throughout the country, the problems and opportunities of managing alumni boards are amazingly similar. These ideas may help you recruit and organize valuable volunteers who will serve enthusiastically on what should be the most important body within your alumni association, the board of directors.

Why have an alumni board?

First, some not-so-good reasons:

• *There has always been one.* In this case, tradition is meaningless. A poorly organized, inadequately motivated alumni board that exists only because it is "customary" will be a liability. Even where the board has been active, there must be better reasons for its continued existence than mere precedent.

• *The constitution says we must have one.* Merely meeting the requirements of the alumni constitution will not produce a smoothly functioning, action-oriented board.

• *It looks good.* Here's another example of window-dressing. Having an alumni board for cosmetic reasons wastes time, talent, and fools no one.

• *What else are you going to do with a bunch of nosey alumni?* With an attitude like that, you might as well forget the future of your alumni program.

Now for some good reasons for having an alumni board:

• *A board can epitomize what your program is all about: people helping people and helping their alma mater in the process.* The quality of your alumni program can be judged by the kind of alumni who serve on your board.

• *Board members serve as sounding boards and opinion-makers.* They can be extra eyes, ears, hands, and lips for you, the alumni administrator. If you had to hire employees to accomplish what dedicated board members do as volunteers, costs would be high indeed.

• *A responsive alumni board becomes the vehicle of expression for all alumni.* Over the years a percolator system develops that encourages alumni to share their views and needs with board members. This sense of participation by many alumni adds an essential dimension to a successful program.

• *During and after their service, alumni board members become the core of informed and understanding alumni who are in excellent positions to continue the success of the program.* If your association's future plans are to meet with success, they will depend upon the support of these people. And if your program comes under attack, these dedicated and proven workers will form the core of its defenders.

Choosing board members

It is important to select carefully the alumni who will serve on your board. Let me emphasize this: The board is *not* the place to find out if alumni are interested in their alma mater.

How democratic should the election process be? There is no set answer to this question, but remember that selecting board members was not out-

lined by the Founding Fathers. Too much democracy can cause serious problems. For instance, if 14 alumni run for seven positions on the alumni board, there will be as many losers as there are winners. Losers in this kind of an election process have a way of feeling rejected. It is not long before their energies and interests drift to other organizations. What alumni association can continue to turn off 50 percent of its most interested and loyal volunteers?

The trend is away from nationwide elections for alumni boards with two or more candidates running for each position. Rather, an increasing number of alumni associations encourage *nominations* from all alumni. A committee, appointed by the president of the alumni association and consisting of nonboard members, meets with the alumni administrator and reviews the nominees' qualifications. They select a slate of one person for each position. This is then put before all the active alumni for their ratification. At this point, the alumni also have the opportunity to nominate additional people for future consideration.

Finally, how vital is it to have balance on an alumni board? It is important, but not at any price. Depending upon the nature of the institution, there should be a reasonable balance between young and old alumni, men and women, alumni living near campus and far away, and other groups, including academic divisions and fraternity and sorority affiliations. But emphasize finding the best people and then worry about achieving proper balance. It doesn't make good sense to turn down an extremely enthusiastic and capable young alumnus who lives 100 miles away in order to take someone of less quality who happens to be older and lives farther away.

Who should serve?

You and your alumni program are judged by the quality of the alumni board. If your program is to be taken seriously, then your top-level volunteers must take their work seriously. Anything less results in diminishing returns.

There are many factors for evaluating the quality of a prospective board member. Personal ethics, occupation (and the degree of success in it), and standing in the community are important criteria. But you and the committees are evaluating the nominee for service on the governing board of the alumni association. Therefore, you must consider his or her background in relation to the association.

Proven workers make the best board members. Their efforts as club and class officers, fund drive participants, and leaders of other alumni-oriented activities have brought them close to your program. For them, it is an honor to be asked to serve on the alumni board, an honor for which they have worked, which they deserve, and which they will accept with dedication.

You'll complicate matters when you accept disinterested alumni as board members. Most notable are the negative reactions of the dedicated, hard-working alumni who have been passed over for the honor. Their only conclusion can be that support of the alumni program has no bearing on board membership. This situation produces dry rot in the volunteer ranks.

Organizing an alumni board

Understanding the reasons for having an alumni board and placing on it the best possible people are only two major steps for an alumni administrator. The third challenge is to organize the board properly for maximum results. Here are three steps to follow:

1. *Find out what needs to be done and how the board can help.* The summer months, even some days during a restful vacation, provide the best time for you to evaluate where the alumni program is and where it is going. This is the time to set goals and prepare for new programs. The concept of "management by objectives" can play an important role in this process.

One note of caution: You'll be tempted to be unrealistic in making plans. This is especially true if your alumni board is always eager to plow new fields rather than painstakingly cultivate those plowed in years past. Board members have a natural tendency to want to make new contributions to the program. While this positive attitude is enviable, you must take care to achieve and maintain a workable balance between the old and the new.

2. *Evaluate each member of the alumni board.* What are their interests, strengths, and weaknesses? How can their personal background and expertise be applied to advancing the program? How willing are they to work?

There are areas in which you will need a high degree of influence. For this work, it is best to assign board members with whom you have excellent rapport and where there is a high degree of mutual respect.

Elsewhere it may be important to have board members as the first line of offense or defense. A new program must be sold to the administration; an old one defended. The result is a smooth but highly active group of people who can take pride in their accomplishments and earn the respect of their fellow alumni, the faculty, and the administration.

3. *Form committees and action groups.* Alumni program activities are generally either on-going or start-up. Standing committees best serve the former; action groups the latter. Areas such as reunions, clubs, athletics, scholarships, administration, and finances are examples of on-going programs.

Other areas of concern tend to come and go. A crisis develops. A proposed new program requires some research. The board needs to make known its views about decisions affecting relationships between the institution and its alumni.

In these cases, you may want to form action groups. Action groups are less permanent than standing committees. They meet a specific, short-term need, and are dissolved. There is nothing more useless than a committee working on a challenge already met. The trick is knowing which programs and issues deserve which treatment.

After they've gone

Upon completion of their term, your board members should be among the best informed and most enthusiastic alumni. They are now too valuable to dismiss with a thank you and a handshake. As emeriti of the board, these alumni should get special treatment.

You might:

1. Send them the same special publications or informative pieces that they received as board members;

2. When possible, capitalize on their expertise and knowledge by assigning them to special committees and encouraging their involvement in campus advisory boards;

3. Continue to seek their advice on new programs and special projects;

4. Occasionally bring them back as a

group for a special briefing followed by a reception in their honor;

5. Try always to recognize them and their services at alumni-oriented functions such as club gatherings, annual meetings, and banquets.

Who's in charge?

How about the relationship of the alumni administrator to the board? The question always arises, "Who's in charge here?"

All things considered, I think you as the alumni administrator must be. You are the paid professional who daily works with the problems and challenges of the program. You must set the standards and goals; you must accept the ultimate responsibility for the success or failure of the program. I feel that you'll live to regret it if you turn to the board and in effect say, "You folks let me know what you want—I'll do anything you say."

CASE Creative Communications Art

You must provide the purpose and the continuity of programs. Volunteers come and go. Too much annual, sudden change leads to instability and major problems. The respect you as an alumni administrator receive from the board has to be earned. With that respect comes the opportunity and responsibility to be a true professional. CASE

Alumni association profile

BY NANCY RALEY
Assistant Director of Institutional Relations, CASE

What are the sources of alumni association funding? To find out this and much more about alumni associations, CASE did two surveys.

Two directors of alumni administration—Terry Fairfield in 1976 and currently, Richard Emerson—conducted the surveys. They sent one eight-page questionnaire to alumni associations at public institutions and one to those at private institutions. CASE mailed 320 to public institutions and received 168 tabulated responses. From the private sector, CASE received 465 responses from more than 800 mailed surveys.

A note about institution size: Most—90 percent—of the private institutions responding had enrollments of 5,000 or fewer, but only 73 percent of the public institutions had enrollments of that size. (Percentages cited throughout the article represent only the associations responding.)

Here's our profile of the two categories of alumni associations.

PERSONNEL

On personnel matters, these facts stood out:

• Both public and private institutions showed a large number of alumni offices with either one full-time administrator or no full-time administrator. Some 82 percent of the private institutions and 54 percent of the public institutions were in this category.

• Only 5 percent of the private institutions had more than two full-time administrators, while 27 percent of the public institutions did.

• Staffs at private and public institutions are similar in size for offices with no, one, two, or three full-time administrators. But when the number of full-time administrators reaches four, the public institution's alumni association has a significantly larger staff compared to that at the private institution.

BUDGETS

Gleaned from the survey, here are some facts about budgets.

• Some 68 percent of the associations for private institutions reported their total budgets at $50,000 or less, while 40 percent of the public associations reported similar budgets.

• For 62 percent of the private institutions and 30 percent of their public counterparts, the budgets for staff salaries were less than $25,000.

• Among public institutions, 76 percent of the alumni groups pay their directors a salary of over $15,000. At private colleges and universities, 42 percent of the associations said their alumni directors' salaries were over $15,000.

• Sixty-seven percent of the alumni associations at private institutions said an associate director's salary was $14,000 or less. Thirty-seven percent of public institutions reported the same.

• Alumni editors receive salaries of $13,000 or less at 67 percent of the private and 53 percent of the public institution alumni associations.

• At public institutions, 55 percent of the alumni directors have fund-raising responsibilities, compared to 70 percent at private institutions.

ORGANIZATION

What about organization and chain of command? As a rule, the director of alumni relations at a private institution reports to the development head. At a public institution, the alumni director reports to a volunteer board of directors and to either the development head, university relations director, or the chief campus officer.

At both private and public institutions, the policy for the alumni association is determined by either a volunteer board of directors alone or a volunteer board of directors and the development head, university relations director, or the chief campus officer.

FUNDING

On the question of alumni association dues, 78 percent of private institutions reported no dues structure, while

50 percent of associations at public colleges or universities have none.

The survey showed that the funding and responsibility for alumni publications is quite different at the two categories of institutions. At private colleges or universities, the alumni and information offices almost evenly divide responsibility for publications. At public institutions, the alumni office handles most alumni publications.

At public institutions, funding for alumni publications comes from unrestricted gift money and from state funds. However, nearly all the private institutions pay for their publications from the institutional budget. CASE

CASE *Creative Communications Art*

Behind a crystal eightball

BY COLETTE SEIPLE
Executive Director, California Alumni Association
University of California, Berkeley

- *A series of* IRS *rulings on unrelated business income will force alumni travel managers to offer tours only to away-from-home football games.*
- *Increased transportation costs and lack of personal mobility will cause class reunions to be held over* CB *radio channels.*
- *The Supreme Court, to correct inequality in educational opportunities, will find boosterism unconstitutional.*

Before lapsing into future shock, realize that the above is all playful prognostication.

My crystal ball, you see, barely brings in reruns, much less previews of coming attractions. When it comes to the future, all I can say with certainty is that it lies ahead. There are, however, several perceptible trends in alumni administration. I'll just note a few.

WATCH YOUR PROGRAMS

With budgets tightening at every institution, every office and department is coming under close scrutiny. Trustees, regents, donors, and the public are asking school, college, and university administrators, in effect, to justify their existence.

Alumni administrators are no exception. They're having to take a hard look at current programing: Is a reunion worth the effort? Should homecoming weekend be replaced with a program of a more "serious" nature? Are alumni clubs an anachronism? Should programs be geared more toward educating the alumnus/a, i.e. through continuing education? With many adults choosing to return to campus to take credit and non-credit courses, should alumni associations help to fulfill this need?

Demographic predictions include more older alumni, higher incomes, more leisure time, more women working, more mobility, more single-parent and childless families, and more minorities in alumni ranks. It's clear that we'll have to give serious consideration to all of this.

And we'll have to be prepared to make difficult and possibly controversial decisions. These will relate particularly to traditional programs, which draw heavily on our resources but do not necessarily further our goals or make our graduates better alumni.

BE A PRO

More alumni administrators are becoming true professionals by spending time and effort on career development. And more institutions are hiring experienced alumni directors, whether or not they are alumni of that institution.

We now accept the fact that the alumni office requires an administrator who is trained to some extent in financial affairs and who possesses management skills. A creative, intelligent administrator can maximize resources and motivate staff members to become a more effective management team (and manage their own budgets to ensure proper cost control). In many instances, the zero-based budget will be a key to the survival of the alumni office.

RELATE YOUR INCOME

How will the recent IRS ruling that income from alumni travel programs is taxable affect alumni funding pro-

grams? Alumni offices will surely not abandon travel programs, but the programs *will* become more educational. They will also be tied in more closely with the institution through the use of faculty as tour leaders and alumni professionals as escorts.

Alumni associations will be looking for new sources of income, however, and finding methods that do not raise the question of unrelated income.

Also, we will be taking a hard look at the cost effectiveness of life memberships. We may have to consider instituting one-time assessments to paid-in-full life members. Alumni groups may have to make more prudent investments of regular contributions to endowment programs in the future.

Publish or perish

Magazines, newspapers, magapapers, and newsletters are some of our best means of communicating with our alumni. But what of the future? While the printed word will remain viable, we will have to be flexible enough to consider other media.

We have access to television already, and filmed television public service announcements are an effective way to bring something to the public's attention. At Berkeley, we use PSAs to focus on the good community work of student volunteers.

Maybe we'll soon be putting together videotaped programs in magazine format with news and features to be shown at local alumni gatherings.

In thinking about the video terminals, which push-button technology intends to bring to every nook and cranny of society, we must remember that *the printed word* will be flashed on those monitors. (You'll probably be able to push a button to get a "hard copy" of those images.)

However we choose to present and transmit our information, we'll have to make it interesting and, above all, truthful. Students and parents these days are demanding a realistic, candid portrayal in recruitment material. Why shouldn't our alumni expect the same treatment?

The purpose of alumni publications should be to report the institution with clarity, style, human interest, and as much candor as possible. First, editors must connect readers with the intellectual life of the institution. They should portray the campus as the place of genuine excitement that it is.

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Alumni receive your publication—and belong to your organization—because they have an allegiance to the institution. Our job is to strengthen and enhance that relationship, not get in the way of it. If we succeed, alumni will in time develop an allegiance to our organizations as well.

The strongest alumni publications relate their institutions through people—not policy, money, architecture, or departments. Some alumni editors walk a razor's edge because they're dealing with a group of readers who like their alma mater but don't necessarily want to hear the truth about it.

Grow good alumni

We'll see a greater emphasis on involving students in alumni activities before they graduate. This trend has developed tremendously in recent years. Alumni administrators have discovered that one of the best ways to develop a supportive constituency is to start "growing" it early.

To all too many students, the label "alumni" still conjures up the raccoon coat and rah-rah. The best way to convince students you're not oriented towards only the past is to give them opportunities to get to know you—who you are and what you do.

Put student representatives on your committees. Lend them office space if you can. Support them in their projects. Solicit their ideas about your own projects and programs—and receive them warmly.

Distribute your publication to students. They will see that alumni are truly interested in the university's life. Don't, however, limit yourself to dealing only with those students you identify as the movers and shakers on campus. It takes all sorts of alumni to make a good alumni association.

Let your people do

We're going to be called upon more and more to offer alumni relevant avenues of service to the institution. While many alumni will continue to prefer traditional, passive activities such as reunions and alumni clubs, more of them will want to serve actively. Perhaps in the future, alumni associations in a sense will serve as "personnel offices," placing alumni volunteers in leg-

islative lobbying, job counseling with students, fund raising, and many other programs. More cooperation among development, alumni, public relations, government relations, placement, recruiting, and other programs using volunteers will be necessary for survival. Without cooperation, we will duplicate efforts and work at cross purposes.

We all know that the dollars needed for the recruitment and "care and feeding" of volunteers are diminishing. This will force institutions to ensure that funds are used to best advantage. I also suspect that governing boards and outside agencies will be taking a hard look at how development and alumni offices spend fund-raising dollars.

In recent years, we have found that one of the best ways to put our alumni volunteers to work is with students. We ask alumni to give free income tax advice to students, as well as to furnish career information and job leads.

Graduates serve our alumni scholarship program by screening and interviewing applicants in 70 districts throughout the state. Each local committee has from three to more than two dozen members. We ask alumni with political concerns to take part in our legislative relations programs.

Increasingly, alumni teams are working with admission offices to help in recruiting efforts. This saves time (travel time for admissions offices) as well as money, and it gets alumni involved in very crucial work. In short, if the mission is important, relevant, and challenging, alumni will be willing to serve.

Love thy legislature

Agreed: government relations has not been our real business. But in this era of increased government regulation and control, we must make it our business, whether we work for public or private colleges. Already, most states have need-based student assistance programs open to students at private as well as public institutions. Federal aid (for student aid, research, work-oriented study, the arts and humanities, and so on) means a great deal to all institutions.

Alumni volunteers, not surprisingly, have much more credibility when talking to legislators and government officials than do university administrators. Alumni are constituents whose jobs are not on the line. And who better to speak on behalf of a product than satisfied customers?

Some smaller institutions these days are finding there's strength in numbers. They're teaming up with similar institutions in their areas to lobby. This will doubtless continue.

Because of continuing inflation, the decline in the student-age population, and other factors, our institutions are going to need more private support in the years ahead. Alumni associations have a role in generating this support.

Those alumni associations that raise private money directly through annual funds or other programs will have to intensify those efforts. Meanwhile, those of us who do *not* raise money also have a vital role to play.

The California Alumni Association is not in the business of raising money for Berkeley. We leave that to the UC Berkeley Foundation (80 percent of whose donors are members of our association). Granted, fund raising is of critical importance. But so is friend raising. If the only time we let our alumni know that we know they're out there is when we ask them for a quick buck, they will quickly learn how painless it is to say "No."

Alumni, of course, were among the earliest and most dedicated of our friends. They originally formed organizations and associations to find ways to stay together for the benefit of alma mater and themselves. There's an equation lurking there—good fellowship, good contacts, good university—that still holds true.

Alumni can do things for the university that the university just can't, or won't, do for itself.

Ideas are a university's core, but alumni are what the university sees standing behind it when it looks in the mirror. Its feelings about that reflection are crucial to its feelings about itself: It helped make those people what they are. And those people have helped make the university what it is, too. That's the way it always will be as long as there are colleges and universities. CASE

CASE Creative Communications Art

The effective alumni association

BY RICHARD EMERSON
Vice President
CASE

It is clear that higher education will be in for some rough sledding in the years ahead. Colleges and universities will be dealing with many of the same thorny issues that concern us as individuals. Inflation will be with us for the foreseeable future. At the same time, experts are forecasting a decline in the number of college-age freshmen.

All this is not new. We've heard these forecasts before. However, it is precisely this background that makes it necessary to consider the role of alumni associations and their future. With these forecasts for higher education, we as alumni administrators must help our colleges and universities meet these challenges. If we don't, we will be looked upon as a luxury—nice in times of prosperity, but expendable in times of austerity.

Top campus administrators will be asking whether an alumni relations program can exist only to create "good will" among alumni. While good will among alumni is important, campus administrators will look for something more tangible—so should good alumni administrators.

Not all my colleagues in this profession would agree, but I believe the bottom line for alumni relations is money. We must make friends who will help support the alumni association *and* the alma mater. With those dire forecasts for higher education, alumni support in many forms is increasingly important. But we in alumni relations have a problem. It is relatively easy for a fund raiser to measure results. All he or she has to do is count the gifts, the dollars.

It's more difficult to quantify the results of a good alumni relations program. Sure, we can count alumni at homecoming, class reunions, and club meetings. But that often is not enough. Demonstrating specific, quantifiable contributions by the alumni association to alma mater challenges all of us, even those most seasoned. But, it is something we all must learn to do.

Dick Rabil/CASE

Here are some of the areas where the alumni association can demonstrate its effectiveness.

• *Student recruitment.* Alumni represent a natural network of individuals who can help alma mater by bringing to it the quantity and the quality of students it needs.

• *Job placement.* Many people are questioning the value of a college education. Often that recent graduate who can't find a job after graduation questions its value most. Alumni, working together and through the alumni association, can help counsel undergraduates about future careers. And they can help place recent graduates in positions in their own companies or organizations.

• *Governmental relations.* Whether an institution is public or private, it needs to know what happens in Washington and in the state capital. So do the institution's alumni. They are a ready-made force that can be mobilized through the association to support governmental programs that will benefit the institution.

• *Student alumni programs.* By involving students in its programs, an alumni association not only has the help of bright, enthusiastic volunteers, it also cultivates future alumni leaders.

• *Survival seminars.* These seminars offer useful advice for recent graduates on how to survive in a workaday world. You might also consider special programs for young alumni, those unmonied souls with nothing to offer but their invaluable time, enthusiasm, and ideas. What about programs for minority students and graduates? Continuing education programs for alumni? The possibilities are almost endless.

What about traditional alumni programs? Are homecomings, reunions and clubs worth it? Are we offering them this year only because we offered them last year and the year before? Do these programs offer worthwhile involvement for alumni or are they just filling our calendars?

I think these programs are valuable. However, they are not, cannot, and should not be the entire thrust of an alumni relations program. Alumni relations today is vying for the attention of intelligent, active, and younger alumni. Shaking hands and sipping cider at the homecoming reception once each year simply isn't enough.

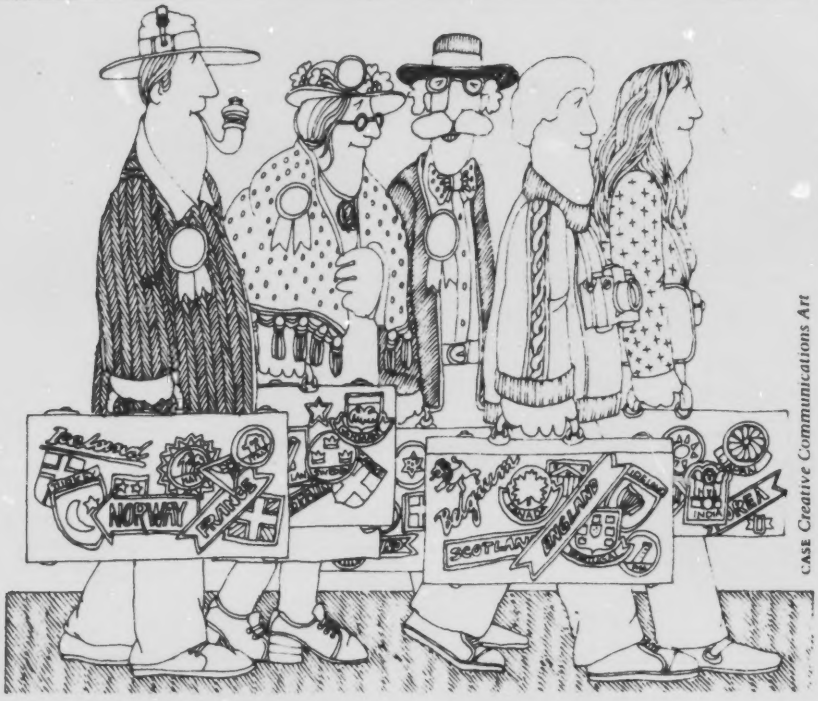
Whether a program is new or traditional, communication makes the program work. Before anything can happen—an alumni event, a response to a legislative crisis, a new alumni program—there must be effective communication. Our alumni must know what we are doing, why we are doing it, and with what success. And we must communicate not only our successes but also our failures, our concerns, our problems, and the kind of help we need to solve those problems. I feel that alumni, as well as students, parents, faculty members, and friends *want* to know and *want* to be involved in our activities.

This brings us to the other key ingredient of a sound alumni relations program—involvement. If we keep alumni close to alma mater, we make it possible for them to offer service and support to keep it strong.

Overall, we demonstrate the effectiveness of our alumni programs when we have progressive programs, when we involve alumni in the efforts to meet the challenges ahead, and when we succeed not only in keeping alma mater strong, but also in making it stronger. CASE

An ideal alumni association: independent, indispensable

BY JOHN BISSETT
Executive Director
University of Washington Alumni Association



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How is your alumni association viewed by others in the university? For example, do other administrators depend on you and your staff to take on vital tasks? If they do and if you deliver, your credibility or stature internally is enhanced and the association becomes much more effective.

On the other hand, if the institution does not rely on you and include you in its highest councils, then you have limited effectiveness. This hampers the whole alumni effort.

It seems to me, therefore, that our goal is to become indispensable. We must fulfill vital roles that will benefit the institution. Others in the school, college, or university must realize that a viable, strong alumni association is important to institutional well-being.

When I first started in alumni work several years ago, I heard the president of the university say, "Responsibility is there for the taking. Because there is so much to do and not enough people to do it, the bright and industrious have a golden opportunity to step in and accomplish great things." To me, these words were a challenge. I tried to determine where we could assume responsibility and thus become indispensable to the institution. My theory was—and still is—that if you fill the void, the institution will recognize your effort

It is tempting during the initial stages of building your association's credibility to volunteer your services and commit your office to a project that neither you nor your staff can accomplish. In the long run, nothing could be more damaging. You are doing your staff and yourself a tremendous disservice. I recommend starting from within and building a first-rate staff so that you can deliver a first-class product.

With confidence in your staff, you can begin to urge alumni volunteers to help build credibility for the association. The president of our alumni association does two things that, in my opinion, are worth more to us than any other things we do.

First, the alumni president sits as an ex-officio member of the university's board of regents. He is not a voting member, but I can assure you that his voice is heard and has impact. Second, every year the alumni president addresses the faculty senate of the university, informing over 200 faculty members about the progress and achievements of the association for that year. By taking on these two duties, our alumni association president is involved and visible at the highest levels of the university hierarchy.

This top-level involvement creates for the association "implied power." It becomes easy to call on an associate within the institution, to expedite requests, to initiate new programs, or to transmit routine business matters when that person knows that you have access to the policy-makers. Implied power is a little more subtle, obviously, than the more blatant form of creating dependency, but if it's not abused, it can be just as effective.

The way the association views itself and its missions helps others in the institution to relate to it. We are an independent, largely self-sustaining association. We view ourselves as an adjunct to the institution, in partnership with the university to accomplish compatible goals to benefit the institution and our members.

We are *not* a subsidiary of the university—or another internal department. This latter point is one of the most *fundamental* tenets of our existence and one that we must constantly defend. It is vital, in order to be credible with both constituencies we serve, that we maintain a certain degree of independence, demonstrate a certain degree of individuality and originality of thought, and be prepared to defend this point.

I cannot emphasize enough that the image of independence, of equally representing the university and the former students, is a must if you are going to be a truly effective association and one that can plug itself in to the university and make things happen.

Finally, you need a credible plan to achieve your goals. If this plan has visibility at the highest levels of the institution and if it is compatible with the long-range goals of the institution, all the other problems of relating your association to the institution become easier. CASE

Make your survey scientific

BY JAMES H. FREY
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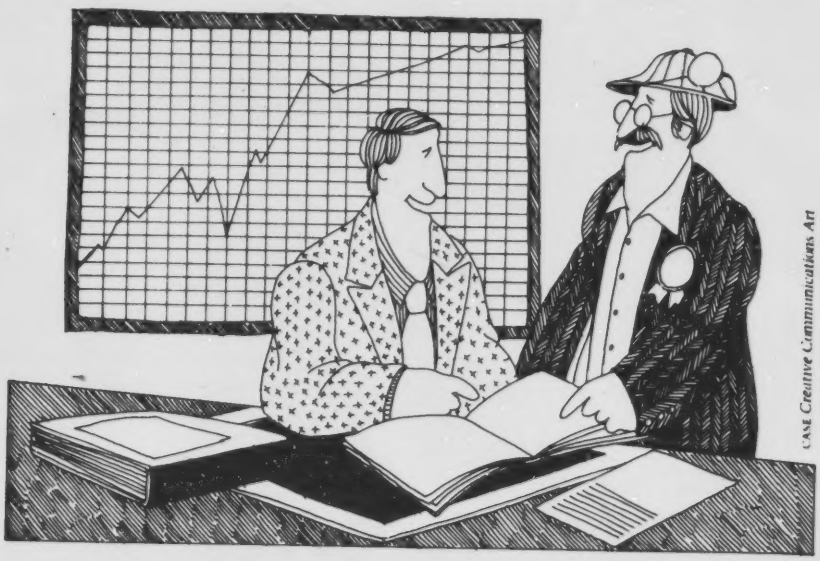

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"It was important to alumni." "We did that to increase alumni support." College administrators often use phrases like these to justify program changes, new procedures, or shifts in policy.

More often than not, they base these statements on selected opinions of influential alumni, gathered informally by administrators or alumni directors. Or, they draw backing for these statements from survey questionnaires mailed to alumni along with a plea for funds, a travel brochure, or a letter from the football coach. Neither informal conversations nor unscientific surveys give the solid foundation on which to evaluate alumni response.

Gathering information from and about alumni needs to be done more systematically. In other words, we need to pay more serious attention to scientific methods such as sampling, question writing, and questionnaire and research design.

WHAT'S WRONG WITH MOST SURVEYS?

Alumni directors and university/college officials want to know what their alumni think about current or projected policies, for instance, the degree of emphasis on athletics. Rarely, however, do they approach their alumni with the same scientific techniques and seriousness of purpose they apply to fund-raising efforts. Yet, both are related. Profitable fund raising is often the result of having accurate information on the market, in this case the alumni constituency. The usual data-gathering by alumni administrators has not been adequate enough to obtain reliable information about the constituency. Most of the surveys conducted in the manner described below represent inefficient and wasted effort. While the data generated may be interesting and somewhat stimulating, it is neither reliable nor representative. Here's what's wrong with too many alumni surveys.

1. Many are mailed with other materials. This belittles the importance of the survey. It makes it easy for the questionnaire to be lost in the shuffle of papers and also puts the survey in the category of an appeal for funds or a pitch for travel. The result is, very often, a quick file in the wastebasket.

2. Many surveys are unrepresentative. They fail to give everybody in the alumni constituency an equal chance to participate. Therefore, you can't generalize results to the entire body. Ordinarily, this takes place in two ways. First, the survey goes only to a few "influential" alumni who are regularly consulted by alumni directors or officials. Second, if questionnaires are mailed, the response rates are too low.

Recently, an example of this crossed my desk. A small midwestern school had mailed out 15,000 questionnaires and received 2,000 in return, for a response rate of 13 percent.

The reliability of research results relates closely to the percentage of response. Unless some 50 percent or more of the sample respond, the findings are suspect. A 13 percent response hardly seems a sufficient base to justify a major policy change or a capital expansion.

3. Few of the alumni surveys I have seen include carefully worded questions or consider questionnaire design. Double questions, loaded questions, and questions with no directions for response are the rule. In addition, questions have no logical order or transition from one subject to another.

4. The appearance of the surveys is unattractive. They are mimeographed or dittoed and are often not readable, much less answerable. Instructions for answering questions or for returning the questionnaire are often garbled.

5. The justification, as presented in a cover letter or an introductory paragraph, is unclear. In some cases the purposes of the research don't jibe with the form of questions. The survey may say it isn't an appeal for funds, yet three-fourths of the items will be directly related to fund raising.

6. Data analysis rarely goes beyond the reporting of percentages, for example: "26 percent of the alumni favored a new facility." Percentages need to be broken down into more meaningful categories, such as age, occupation, or political background. The problem is that small overall response rates mean there are too few members of these groups for their views to be statistically meaningful.

7. Follow-up is rare. Once the questionnaire is mailed out, only casual reminders in the monthly newsletter or magazine are used to jog those who have not responded. As a result, re-

sponse is usually limited to what came in within two weeks of the original mailing.

8. These surveys are often very narrow in scope, asking only questions on fund raising or travel tours. Independent and well-thought-out surveys can ask these and many other questions without exhausting the respondents.

Planning a scientific survey

The above problems can easily, and often cheaply, be resolved by using standard scientific sampling and research procedures. Here's how.

1. Contact a campus research center (bureau of business research, for example) or a department that has a faculty research reputation. Either one has the facilities and know-how to help you draw samples and write questions.

2. Specify the size of your alumni body and the sample size necessary to guarantee representativeness. Remember that sample size does not increase proportionately to the size of the alumni body (your "universe" for the survey). If your alumni body is 200 people, you'll need 105 valid responses. If the universe is 100,000 people, you'll need only 220 responses.

3. Draw your sample. If your alumni lists are on computer tape, write a program to do this. You can ask the computer to generate a simple random sample or a systematic random sample using an interval number. For example, to draw a sample of 400 from an alumni body of 14,000, you need to sample every 38th name. But don't just start at 1, then go to 38. Instead, pick at random a number between 1 and 38. Suppose it is 10. Then proceed to name 48, name 86, and so on.

4. Once a sample is selected, prepare a mailing list and envelopes.

5. While drawing the sample, pay attention to the type of information you want and the corresponding questions you need to ask.

6. Test your questionnaire on local alumni. Have the experts you have consulted previously evaluate it. A good questionnaire can take at least five drafts.

7. Include a cover letter with the questionnaire. The cover letter describes the purpose of the survey. It informs the respondent of the manner in which he or she was selected for participation. It also guarantees the confidentiality of the respondent's comments and tries to persuade the respondent to participate.

The cover letter can spell out some "reward" for participation beyond altruistic appeals such as the project's usefulness in decision-making. Material rewards such as tickets to games, special emblems, discounts on trips, and a copy of the results have also been offered. The results of these are mixed because the increased cost of adding a reward is not compensated by an appreciable increase in return rate. Rewards also have to be of sufficient value to make the respondent feel somewhat guilty if he or she does not return the questionnaire.

8. Make the respondent feel that he or she is being consulted as an individual. Typed envelopes instead of preprinted labels, individualized salutations as opposed to the "Dear Alumnus/a" greeting, and hand-signed cover letters instead of preprinted signatures all have been shown to push up response rates. At the same time, make every effort to guarantee confidentiality of respondents.

9. Reproduce questionnaires and cover letters inexpensively through the photo-reduction printing process available at most print shops. This gives a more professional appearance than mimeograph or ditto.

10. Put the entire package together—cover letter, questionnaire, return envelope—and mail it first class rather than bulk rate. First class is an indicator of the importance of the survey and is much faster. *Do not include any other unrelated materials.*

11. No later than one week after the first mailing, send a post card to all respondents. This does two things—it thanks those who have already returned their questionnaire and it prods those who have not.

12. Three weeks after the first mailing, send another questionnaire and return envelope to those who have not responded. (Identification numbers on the questionnaire can be explained in the cover letter as a way to promote mail efficiency, not a means of identifying individual responses in data analysis.)

13. Prepare your office staff to be ready to code responses when the first returns come in, usually three to four days after the first mailing. Develop code books as you construct the questionnaire. Do not wait until most questionnaires have been returned to begin coding. It is more efficient to code as they come in.

14. Begin data analysis when you feel you have a sufficient return. Under the method described above, you should be able to attain a 75-85 percent return after the two mailings.

What you gain

The results of this approach to surveying alumni should exceed by far anything realized by sloppier techniques. First, the response rate could reach as high as 90 percent. Second, information will be more sophisticated and reliable. Third, you virtually eliminate the uncertainty of alumni opinion. Fourth, you get more elaborate data to develop programs for the alumni and to define more clearly their expectations for the alumni office. Fifth, this information can be gathered at a lower cost. In fact, it is cheaper to conduct three mailings to 400 than one mailing to, say, 15,000.

Old methods should be discarded

Accurate information is doubly important when you consider the increased visibility of the university in an environment that demands accountability from all departments. Decisions by alumni departments must be based on reliable data bases in order to maintain their importance to university functioning.

We live in a world of conflicting interest groups, each questioning the others. We can no longer rely on inefficient methods of surveying our alumni if we really want to know where they stand and if we want to show where they stand in comparison to the rest of the university community. CASE

Magnetizing the middle-aged

BY JOHN BISSETT
Executive Director
University of Washington Alumni Association

While many institutions pursue young alumni, no one can dispute the fact that former students 35 years of age or older represent the largest and fastest growing segment of the alumni market. This is also, in my view, the segment most important to the success of the alumni association's programs and the institution's goals and objectives.

The "35 s and over" group, probably the most energetic and productive, produces the lead .rs for the association. As a result, this group deserves more of your time and attention and needs greater tender, loving care than any other. In short, it isn't difficult to realize that this group of older persons will most affect you, the association, and the university.

But how do we—or how should we—relate to these alumni?

1. In any group of people, only a small percentage emerges as leaders and the larger percentage will happily follow. If you accept this notion, then the next, logical step is to *involve* the small number of people who are sure leaders and opinion makers. They can be used as catalysts to reach the larger percentage of the population. By first involving the "magnets"—or those persons who have a high degree of visibility and a proven record of leadership—it is easy to attract others who in the long run may prove to be your most productive volunteers.

2. After you've identified the leaders and involved them in the decision-making process, you than move to the *design* phase. Using the leadership you've recruited, design a well-thought-out plan to segment the market and to involve as many people as possible. This can be done through travel, continuing education, insurance, athletics, and other programs. Offer a smorgasbord of programs to attract and involve the largest number of persons. Naturally, a by-product of this will be identifying those who have leadership capabilities and who are willing to replace others who have already served their time well.

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3. Next, use your leadership to *implement* your plan. Whom you designate to implement your plan, and when you determine to do it, are both critical factors. By "who" I mean a spokesperson who can make things happen and then relate to the public that something different and exciting is coming. "When" is critical to phasing in the plan at the most opportune time for maximum publicity and minimum distraction from your other programs.

4. Remember *accountability*. After you go through the steps of involving, designing, and implementing, you might ask, Who is going to be held accountable? The leadership ought to share the responsibility for the success or failure of the program. It should be accountable to the alumni association director as well as to the people involved in the program. In short, leaders must feel that their names and reputations are on the line.

5. I'd like to stress *recognition*. Anyone taking part as a volunteer in any program ought to be recognized for accomplishing the stated goals and objectives. Accomplishments should be made known publicly to the rank-and-file members and privately within the hierarchy of the institution and the alumni association. Recognizing volunteer achievements also tells others not involved that perhaps they ought to be—that they might be missing worthwhile activity.

6. You should provide for *evaluating* your effort of relating the association to the "35 and older market." Then you will know whether or not you hit the mark. This may be the most difficult task of all because it is the most subjective. While these former students are the most influential and important, how do we judge whether or not we are turning them on? Frankly, I do not have the full answer to this question.

You can measure success or failure in terms of numbers of people who participate, dollars raised, goals achieved, and other factors. These, however, are all relative, depending on your original objectives. For example, attracting 25 people to a program might be considered a success, while a crowd of 100 at a different activity might be considered a failure—if your goal was much higher. Maybe the acid test is the impression that those involved in the program have when they have completed their tasks. The question to ask yourself is whether these people will be your best salespersons or your worst critics.

Another aspect of the "35 and older" market is the phasing in, and perhaps out, of these persons. Until about a year ago, I wasn't concerned with people phasing out because it usually meant they had served well.

Now, with our heightened sensitivities about retirees and older graduates, it may be that there is no such thing as phasing out, and we'd better begin to gear our programs accordingly. We ought to design specific programs for this special and increasingly significant group of alumni because they may become our most productive volunteers.

As far as young alumni—a group we probably spend more time thinking about and planning for than any other—there is a natural phasing in process that occurs. That process is called maturing, discovering that one's undergraduate days weren't really all that bad and that alma mater is worth supporting. If we accept this maturation process, then one suggestion might be to spend less time with this group and instead divert our attention to the older or retired graduates.

This idea might not be very popular, particularly because of the emphasis we place on young-alumni programing,

but I think it's worth considering. If our view is strictly financial—dollars spent for dollars returned—the young alumni may be the least productive group. Some may argue that this is shortsighted and that we have to view dollars invested as being amortized over a long period. But I believe we ought to ask the question, How much are we willing to invest in a person before that person responds? Doesn't it make sense to concentrate on other potentially more productive market segments?

I say focus time, energy, and resources on the "35 and older" market. It's a market where the established "movers and shakers" are. And, if we've done our jobs to keep them informed and to keep the association and institution out front, these older alumni cannot help but benefit us all. CASE

Surveying Your Alumni

Or, "An Unexamined College Is Not Worth Loving"

BY JOCELYN BARTKEVICIUS
Editorial Assistant

An alumni survey doesn't have to be "just another address update." With a survey, you can increase alumni giving, stimulate support for a special project, or discover alumni attitudes. Instead of just producing a mimeographed report of your survey, consider using it in these creative ways: a directory, a book, or a magazine feature.

The questionnaire can be a valuable tool. But it must be designed with special care, so follow scientific methods to get useable results.

Here are three alumni survey projects. Each had a high response rate.

UNMASKING ALUMNI

What does the typical Notre Dame alumnus think about alma mater? What is he like? (At the time of the survey, there were extremely few women baccalaureates.) The answers make up a feature article, "Unmasking the Notre Dame Alumnus," in the June issue of *Notre Dame Magazine*. The story reports on a survey developed by Dick Conklin. As Notre Dame's director of information services, he wanted to study alumni attitudes.

"Perhaps the hardest part of designing the questionnaire was deciding what we wanted to know" says Conklin. To find out, he polled the PR and development offices and the alumni board. Then, he designed a booklet with 176 closed-answer questions. Closed-answer questionnaires, in which respondents check one of several answers, can be tabulated quickly by computer. Essay answers are time-consuming to tabulate and are more easily misinterpreted, Conklin says.

Even though it took alumni up to an hour to answer all of the questions, 66 percent of the sampling responded. Conklin believes so many cooperated because Notre Dame alumni feel close to alma mater. While some complained that answering the questionnaire was a long ordeal, an equal number wrote that it was fascinating to sort out their thoughts on NDU.

The two follow-up mailings also increased participation. Codes on the answer sheets enabled Conklin to keep track of those who hadn't responded. These people received a second, and if necessary, a third copy of the survey and a cover letter.

Conklin stresses the importance of professional advice in developing and interpreting the questionnaire. To be reliable, he says, your method must be scientific. Before writing the questionnaire, Conklin read as many ineffective surveys as he read good ones.

Professionals in Notre Dame's Social Science Training and Research Lab helped Conklin design the questions. He sent the first draft, for critique, to friends in development at other institutions. He even hired one consultant, a former NDU research sociologist.

Conklin recommends pretesting the finished product. Ten alumni completed Notre Dame's questionnaire then discussed it with Conklin. As a result, he refined certain ambiguous questions.

The alumni body grows younger every year, as larger classes come along. Notre Dame's survey took a random sample of 15 percent of each alumni class, assuring a larger number from the bigger, more recent classes.

Urging candor in the search for attitudes, Conklin suggests that you "never slant the questions to bring favorable remarks, or you'll discover nothing." He found many differences in attitude between recent and past grads. "We would have missed the differences had we been afraid of disturbing answers."

By using the university's research lab programmers and its Computing Center, Conklin avoided expensive private firms. But first class postage for the fat booklets contributed heavily to the $10,000 cost of the survey.

EASY MONEY

Pomona College used a survey to help raise $1 million in cash in six months. A condemned auditorium on campus faced either renovation or destruction. Says Lee Harlan, director of alumni relations, "We asked our alumni which they would like to see done: tear it down and rebuild it, or fix it up? For a questionnaire, we used a return card bound into our quarterly magazine. The card also asked for a range of donations if rebuilding was the preferred method."

The survey set the stage for a successful $1-million campaign to restore the old building. Alumni not only voted overwhelmingly for restoration, but they also backed votes with money.

Pomona also uses surveys to increase alumni fund donations. Harlan created an alumni directory from a one-page questionnaire. Each time the college published such a directory over the past 40 years, Harlan says, alumni fund giving rose dramatically. "Though it goes down the next year, we always manage to retain some of the increase." In 1974-75, a directory year, 6,129 alumni donated to the fund—1,388 more than the previous year.

His one-page self-mailer brought responses from 80 percent of all alumni. Harlan finds that more people will respond to a shorter questionnaire—the latest one had only six questions.

Also, Pomona's questionnaires avoid "threatening" questions, such as salary levels, that many consider too prying.

In the long run, neither the renovation-question project nor the directory cost the college much money. The directory more than paid for itself by increasing donors, Harlan says. A concerned alumnus paid for production of the building-question cards.

Harlan offers some advice for developing questionnaires:

1. The shorter the questionnaire, the greater the response. Know what you want to find out and balance the length against the percentage of response you desire. You need fewer questions for a directory than for an opinion poll.

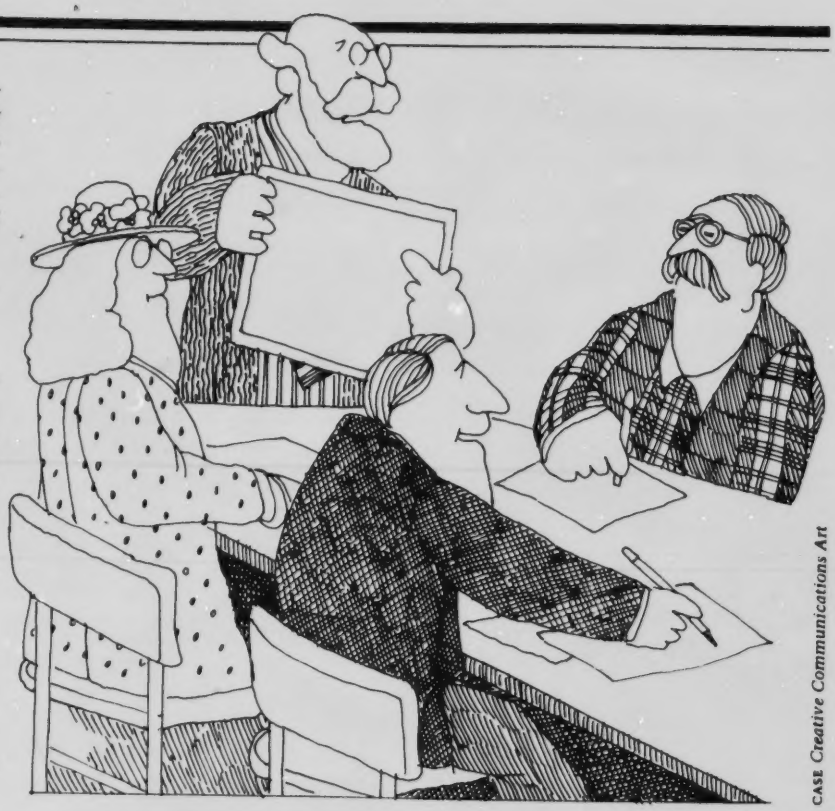
2. Use bait, such as promising to publish the results.

3. Do a pretest. Send out a sample questionnaire to make sure it's debugged.

4. Ask only for the amount of information you can process quickly.

5. Remember, alumni like to be consulted. You build new friendships and strengthen old ones when you include alumni in decisions.

6. Don't be discouraged if the first try isn't a huge success.



CASE Creative Communications Art

"A College in Dispersion"

Few alumni associations undertake a survey as comprehensive as Bryn Mawr's. It sought to contact *all* of the college's alumnae. After four years of research, the result is *A College in Dispersion*, a hard-bound, 315-page book—a portrait of Bryn Mawr women.

The method of the project is just as impressive as the scope and result. Volunteers contacted nearly all the 9,695 alumnae by telephone.

Seeing a need for comprehensive information on alumnae, the association president organized a committee to gather facts, explains Ellen Reisner, then executive director of the alumnae association.

One alumna, trained in measurement, suggested that telephone calls would produce the best results. So, in addition to developing a questionnaire, the committee set up a national network of 1,500 volunteer alumnae callers. After completing a training session in one of 10 geographical areas, each caller contacted several alumnae.

Of the 9,695 living alumnae (some from the class of 1896), 7,507 participated in the survey. Only 165 refused to cooperate. Three-fourths of the participants spent half an hour each in conversation with an alumna caller. Bryn Mawr offered to pay the phone bills, but many volunteers opted to absorb the costs. And, instead of hiring a professional consultant, the group relied on its own considerable knowledge of measurement and statistics.

"We made the calls with some fear and trembling," Reisner says, noting the enormous number of people involved. "However, we reached 81 percent of our alumnae and our material has a tremendous degree of accuracy."

Alumnae who could not be reached by phone or who lived abroad received the questionnaire by mail. It asked for information such as employment and additional education. Interspersed with those questions were others soliciting attitudes and reactions. None of the questions even subtly concerned financial status.

The college does not use the results for fund raising, Reisner says, "but rather for fact raising." In addition, the survey has served a tremendous public relations purpose. Reisner felt "a certain warmth spread across the country as one Bryn Mawr woman talked to another—without ever asking for money."

The result is a series of 160 tables reporting everything from "satisfaction with Bryn Mawr College experience" to obstacles alumnae faced in obtaining graduate degrees. Many university libraries ordered the book as a comprehensive study of one college's alumnae.

The purpose of the study was fourfold: to gather information useful to the college and to researchers; to solicit alumnae opinions on a variety of topics; to determine the educational needs of women; and to inform alumnae about current college projects.

According to Reisner, the survey has been useful in improving college programs. For example, the college strengthened its career counseling when the survey showed alumnae interest in returning to work. Bryn Mawr now has an alumnae career network providing guidance, employment contacts, and on-campus counseling by alumnae and by the college's new director of career planning.

One alumna spoke for everyone involved when she said: "An unexamined college is not worth loving." case

Serving diverse alumni

BY DARRELL E. SLABAUGH

How do you organize alumni from community colleges? Traditional alumni patterns don't always fit these nontraditional graduates. They are people of diverse ages, backgrounds, family situations, incomes, and jobs.

Kirkwood Community College, serving seven counties in Iowa, has had organized alumni activities for six years. We define an alumnus as anyone who has completed at least 45 hours at Kirkwood; has received a degree, diploma, or certificate; or has an interest in and commitment to the college.

For example, both a graduate of the truck driving course who attended only six weeks and a local citizen who takes community education classes and regularly participates in our trips qualify as alumni in the non-dues-paying organization. All of this means that our alumni association must be as varied and comprehensive as the college itself.

We use three questions to evaluate how well we are serving our alumni:

1. *How much money do we raise?* We must justify giving activities on a dollar spent versus dollar received basis. The number of donors and size of gifts are critical measures of success.

2. *What political impact do we have?* Kirkwood has more than 10,000 alumni in its constituency of 330,000 people. These individuals can have a tremendous political impact in an effectively organized volunteer effort. Many institutions have ignored this aspect of alumni relations—to their own detriment.

3. *How do we benefit Kirkwood?* This is the hardest question to answer. We've seen that continued volunteer activity can greatly benefit the institution. During its embryonic stages, the alumni association concentrated on community projects. The board of directors poured time and energy into working with canned food drives, marathon marches, car rallies, dances, and other commitments which gave the association community exposure. This volunteer body is now building closer ties to the institution and to its long-range goals and objectives.

A 14-member alumni board of directors coordinates the association's organization and decision making. Members serve three year terms and represent the same geographic and programming diversity as the graduates. During the summer, the board focuses on programming activities. It meets monthly for the rest of the year. A coordinator of alumni and annua. giving, a head of fund raising and alumni, and a part-time secretary coordinate activities.

A key element in making our association work: identifying the many constituencies and matching activities to each constituency. Dental assistants, for example, will support a dental assistant scholarship fund, especially if the telephoner is also a dental assistant. Graduates won't support an alumni association with which they have no personal contact.

This concept has helped us to develop other activities:

• *Trips.* This program produces more income than any other activity. The eight trips scheduled this year include a weekend at the "Indy 500," a ski trip, a shopping expedition to Chicago, excursions to professional football and baseball games, and a visit to Las Vegas. An alumni staff member escorts all trips. Costs, which we keep reasonable, include lodging, transportation, social activities, tickets, and some meals.

• *Reunions.* About 20 of our 65 vocational-technical programs hold reunions. Naturally, reunion activities vary according to the group. Graduates of the auto body program may like a Sunday afternoon beer bust at a ball park. Graduates of the agriculture program enjoy a dinner featuring a prominent speaker. Some of the health occupations programs coordinate their reunions with continuing education programs. Our environmental health reunion might coincide with the state environmental health convention.

The support of Kirkwood's faculty is crucial to the success of any reunion. After all, grads return to see their former instructors rather than just the alumni staff.

Creative Communication/Alumni Package

One reunion rule never varies: The budgets must balance.

• *Legislative activities.* The alumni office recruits two alumni to serve as special volunteers for each state legislative district. Their jobs are to contact and meet with their elected state officials. These volunteers attend orientation sessions to learn about specific legislative priorities. We emphasize the importance of letter writing and personal contact. Volunteers are expected to be on a first name basis with their legislators and perhaps campaign for the candidates. Soon, we hope to expand to four individuals per legislative district, with balances between Republicans and Democrats.

• *Special activities.* Kirkwood's association organizes branch alumni groups at the state's major four-year institutions. Students who are also Kirkwood alumni help orient new transfer students at these institutions.

The association also awards two scholarships per quarter. Selection is based on student extracurricular activity and need. We also hold a reception for parents and graduates after commencement. This year, we will support the college open house, organize homecoming, help in recruitment and placement, and jointly sponsor "Spring Fling" week.

• *Fund raising.* The telefund has been our most successful fund-raising activity. This involves students and interested alumni in a telephone campaign to area alumni. The donors can choose where to direct their gifts.

• *Record-keeping.* This is one of our major efforts. Complete information on individuals is stored in the college computer. The 22,000 files in our system are constantly updated by: (1) paying return postage on at least four alumni mailings per year, (2) asking the college community relations office to clip area newspapers for wedding announcements and obituaries, and (3) requesting the registrar's office to transfer student records to our mailing system.

We've grown to know our unique alumni—and we think they're getting to know us, too.

Slabaugh, formerly executive secretary of the Kirkwood Alumni Association, is now director of development at the Wichita State University Endowment Association. CASE

Your president: A resource for good alumni relations

BY LOUIS M. MARKWITH
Director of Alumni Affairs and Special Resources
University of Richmond

You want your association to build strong relationships with former students. These relationships help the institution grow in stature and influence.

You have many resources available to bring your school, college, or university closer to its alumni. One of the most valuable is your president. The reason is obvious, but it's worth repeating: The president personifies the institution. As such, he or she is the chief spokesperson, cultivator, seeker of information, and "closer of the sale" to your alumni body.

Using the president's time

As with any valuable resource, you must conserve and manage the president's time in order to achieve maximum results. As the alumni professional, you are responsible for guiding the president in the proper use of the hours and days allocated to alumni relations. The better you manage this resource, the more effective your overall program will be.

Detailed planning, well in advance, is the key. If you establish priorities and schedule activities with proper lead time, you will provide flexibility, assure smoothly executed programs, and avoid last-minute conflicts.

In planning for the president's involvement, set up a specific activity to attain an equally specific objective. Then ask: Is this activity a profitable use of the president's time? If it isn't, develop another plan.

Off-campus events

When the president has only a day or two available, develop as full a schedule as practical. Consider scheduling several functions, such as calls or other meetings, in the same city as a major alumni event. Certainly don't plan a single chapter meeting 150 miles from campus as the only function. Adding a thank-you call, the delivery of a proposal, or a prospect solicitation will break up the monotony of the trip and make it more enjoyable—and possibly more profitable.

Many times the president can stop off for an alumni luncheon or reception en route to meetings not related to alumni relations. Watch his or her travel plans. Occasionally the president will have an appointment in a remote city where an alumni relations trip wouldn't be economical. This gives you a chance to have him or her meet with alumni who would not otherwise get timely news from the campus.

Don't think only in terms of meetings, either. When the president goes on a trip, ask him or her to call key alumni to thank them for past service or encourage them to accept new association responsibilities. Such personal calls are important. Alumni appreciate the attention, and it shows that the institution cares about individuals.

Plan major alumni events involving the president in every area in which many alumni live. The occasion provides a forum for discussing substantive issues, opportunities to recognize alumni service, and a way to communicate face-to-face with large groups.

In addition, the president's appearance at events away from the campus has a great impact on many graduates. It indicates interest and concern. Such a visit can serve as the catalyst for establishing a new chapter or for revitalizing one that is faltering.

You will occasionally want to plan for the president to meet with small groups in selected areas. Choose these based on the concentration of important individuals, such as legislators or church leaders, who are responsible for significant levels of support. Design these meetings to present important issues and to gather feedback for the

institution.

One word of caution: Guard against overexposure of the president. Some presidents enjoy being in the public view. However, excessive involvement in the same town or with the same group will take away the special touch of presidential presence. Also, seeing the same faces and hearing the same views may cause the president to develop the wrong perspective of the alumni.

In either of these cases, the alumni program will lack variety. To avoid this, use faculty and other administrators in addition to the president. They add depth and give alumni a better view of their alma mater's scope.

For the president and alumni to gain the proper perspective of one another, involve the president with alumni and alumni programs at as many levels as possible. Observing alumni in different situations will give the president a better feeling for the diversity of the constituency. His or her varied involvement will demonstrate the different facets of the president to the alumni. It will also show that he or she is interested and concerned about all aspects of alumni activity. Alumni work harder and longer when they know the president appreciates their efforts.

On-campus events

Don't forget to involve the president in on-campus events. During a major event such as homecoming or reunion weekend, the president can help in several ways in a relatively brief time. Participation in a golf tournament, a weekend dance, or a reception shows the president's interest. You can achieve an even greater degree of exposure by inviting him or her to speak to a large group or to take part in recognizing alumni.

At the same time, don't overlook the president's participation in smaller, restricted functions. A major presidential discussion of issues facing your school, college, or university at an alumni leadership conference helps senior volunteers grow closer to the institution. They feel that they have the confidence of the president when he or she shares his or her views with them. They will pass the information on to others and tell your institution's side of the story. This kind of activity brings the leaders closer to the president while providing an opportunity for him or her to receive feedback from interested, concerned, and influential volunteers.

By organizing small dinners and social functions on campus and at the president's home, you can both recognize current volunteers and cultivate others. Have the president thank one person or several persons present for their past contributions of time, effort, and resources. This encourages new volunteers in the group to become more deeply involved. At the same time, it solidifies relationships with those whose contributions are recognized.

If your alumni association runs the annual fund, of course you will want to involve the president in these activities. As the chief executive, he or she can state the case for support and thank donors for their gifts in a way that has great impact. All donors should receive attention. After all, the small giver today may make a major contribution tomorrow.

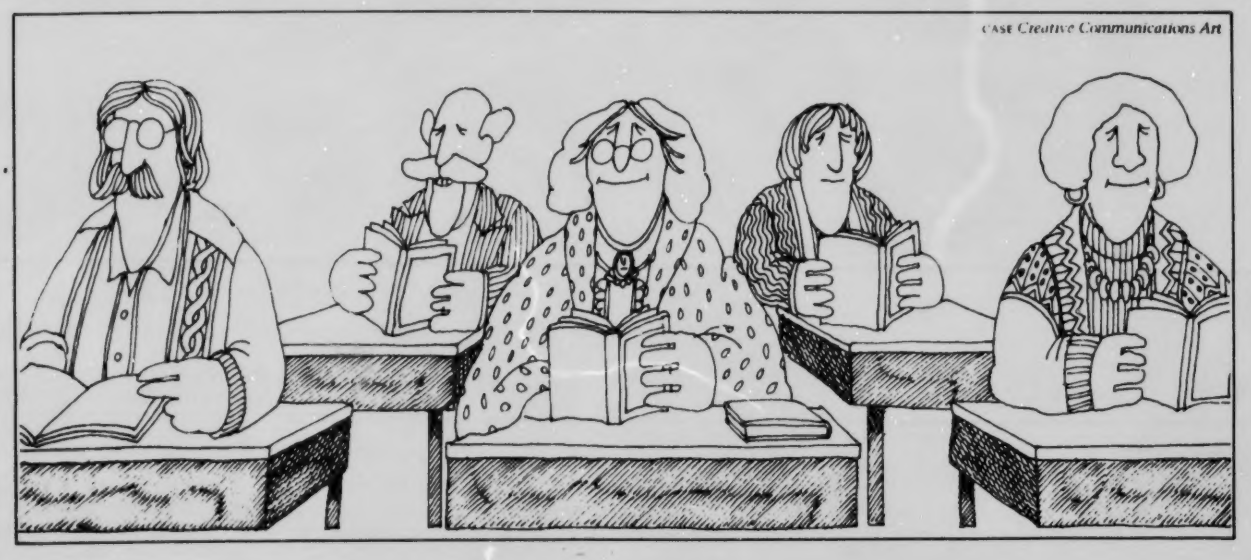
Preparing the president

As the personification of the college, the president must play many roles. You must ensure that the president understands which role to play in dealing with alumni groups. The right words at the right time will produce the desired results. The wrong words may do harm.

Probably your president can handle almost any occasion. Even so, don't hesitate to suggest a particular approach. You are the alumni expert, and you know more about the situation. The president depends on you to provide guidance.

When possible, prepare an outline, appropriate notes, or written remarks. Even though it may seem like a burden, there are definite advantages. First, you know the message that needs to be delivered, yet it will have more impact when the president says it. Second, his or her remarks will reinforce approaches you and others have already made. Third, the president gets credit for a good idea that will be well received. As a result, he or she will feel good about the alumni and the alumni program.

Obviously, your president is a valuable resource in alumni relations both on and off campus. As a speaker, cultivator, and advisor, he or she can make the alumni program stronger and more interesting. It's your job to see that all this happens. CASE



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finances

making ends meet

Financial planning: A "must" for solvency

BY CHARLES N. DOLD
Resource and Policy Analyst, University for Office Planning
University of Illinois

Inflation poses a special financial threat to alumni associations that sell life memberships. These associations could find themselves trying to furnish services to thousands of life members with seriously devalued dollars.

Facing this problem, the University of Illinois decided to undertake a major exercise in financial planning. This resulted in options that could provide financial stability. Here's the story.

The problem

To its life members, the University of Illinois Alumni Association has agreed to provide a lifetime of services for one lump sum. The plan made sense in an era of low inflation. Then the investment return on the lump-sum payment yielded enough to cover the services. But the situation changed.

The association began to realize that the costs of future services were rising dramatically. At 6 percent inflation, what costs $1 today would cost $6.50 in 32 years. At today's 9 percent inflation, it would cost almost $16.00. If this time period is extended to 40, 50, or 60 years (which are not unreasonable lifetimes of service to alumni), these figures become astronomical.

Facing these facts, James Vermette, executive director of the U-I Alumni Association, asked the University Office for Planning (UOP) for help. Vermette wanted us to develop a financial plan to respond to this inflationary problem.

The plan

The following is a summary of the plan:

1. *The Cost Analysis.* First we developed a cost analysis procedure that split the operating costs of the association into fixed and variable components. It also divided the variable components between member- and nonmember-related costs (Table 1). (Nonmembers are graduates of the university who have chosen not to join the alumni association and pay dues.) Generally, we estimated that about 60 percent of the costs were fixed (that is, independent of the number of alumni or members) and 40 percent were variable.

Initially, we presumed that, because the association performed few visible services for nonmembers, serving them was not costly. However, later studies indicated that services to nonmembers cost at least half as much as those to members because of record-keeping activities (recording changes of addresses and other alumni information). In addition, nonmembers receive some association publications. The association solicits them for membership, and they are not barred from taking part in alumni activities.

Latest estimates (fiscal year 1977) show that the association has annual fixed costs of $336,000 and variable costs of $1.46 per member and $.73 per nonmember.

2. *A historical perspective.* While an assessment of the current operating costs of the association was important, we decided that a review of cost trends was an essential second step in project-

TABLE 1

Components of Alumni Association Costs
(In thousands of dollars)

FY 77 Expenditures

	Total Costs	Fixed Costs	Variable Costs			
			Member-Related		Nonmember-Related	
			Total	*Per Member*	*Total*	*Per NonMember*
1. Publishing Alumni News	$ 58	$ 29	$11	$ .17	$ 18	$.09
2. Membership Promotion	93	49	18	.28	28	.15
3. Office Expense	55	55				
4. Field Activities	132	66	26	.41	40	.21
5. Records Department	106	53	14	.22	39	.21
6. Chicago Offices	105	70	14	.22	21	.11
7. Retirement (and other)	16	16				
Total Alumni Association Operations	**$565**	**$336**	**$83**	**$1.30**	**$146**	**$.77**

ing the future. Table 2 shows operating costs and workloads of the association, over a 12-year period. This table incorporates the two-to-one relationship of serving members and nonmembers and adjusts for the inflation.

The analysis shows that the association achieved operating efficiencies (productivity) of 3.5 percent per year, which decreased its average costs of serving an equivalent unit from $5.37 in FY 1966 to $3.63 in 1977. This was a major finding. We saw that the association could partially offset the effects of inflation if these efficiencies could be carried into the future.

3. *The projection technique.* The third step in our analysis was to develop a planning model for the association based upon a UOP computer software package called the Model for Aggregate Planning (MAP). The MAP program permits users to perform repetitive calculations (based upon alternative plans or assumptions) for 30 or more periods into the future. MAP seemed ideal for future planning for the association. This was because many of the financial and operating factors affecting the association tended to repeat themselves over time and the implications of the life-membership program demanded a long-range view. For example, MAP projects the total number of alumni to be served for each year of the 30-year period.

Currently, the university awards about 14,000 degrees each year. About 10,000 represent new alumni (first University of Illinois degree). The university's enrollment is not expected to grow significantly during this 30-year period. Because we have not yet added the effects of mortality to the model, we are somewhat overstating the numbers of alumni and costs.

Given these projections of "service units" (alumni members and nonmembers), MAP projects association operating costs adjusted for various possible inflation rates. These projections are based upon the results of the cost and productivity analyses described above.

Membership revenues are projected by multiplying the number of alumni expected to purchase annual or life memberships each year by membership rates adjusted for inflation or policy changes.

In addition, MAP projects other revenues and the university allocations to the association based upon current levels of support and estimates of future growth, adjusted for inflation or alternative policies. For example, one policy assumes that the university allocation should cover the variable costs of nonmembers. The reasoning is that such services primarily benefit the university rather than the association.

Another key aspect of the MAP simulation model is its ability to project alternative income and balances in special investment funds (generated from life memberships and their investment). These projections and the operating costs-revenue projections described above result in alternative estimates of the financial condition of the association for each of the 30 years of the planning period.

The computer was not essential to this effort. We could have used a desk calculator instead. However, the computer and the MAP model provided a fast and inexpensive means to evaluate many alternative policies and assumptions about the future.

The solution

We used the model to try to find one or more solutions to the association's serious long-term inflation problem. Initially, MAP showed long-term annual deficits. Small annual deficits over this entire period, magnified by the effects of inflation and loss of investment income to the fund, could consume the special investment funds and result in enormous accumulated deficits.

Gradually, we tested a combination of actions in the model that yielded satisfactory financial results. If the association implemented all of them, they would result in a balance of several million dollars in the investment fund at the end of the period.

These actions are to:

TABLE 2

Alumni Association
Historical Financial and Work Load Data

FY 1966—FY 1977

	FY 1977	FY 1966
Financial Data		
1. Operating Expenses (Exclusive of Contributions to Constituent Groups)	$565,200	$245,000
2. Operating Expenses Stated in Current (FY77) Dollars	565,200	463,600
Workload Data		
3. Annual Members	19,277	20,853
4. Life Members	27,552	4,976
5. New Graduate Members	13,632	8,826
6. Total Members	60,961	34,655
7. Nonmembers	189,679	103,345
8. Total Alumni	250,650	143,000
9. Equivalent Work Load Units (Nonmembers are Equated to ½ of a Member)	155,801	86,328
10. Current $ Per Member Equivalent (line 2 ÷ Line 9)	$3.63	$5.37
11. Average Annual Percent Efficiency Achieved	3.5	

• Make certain that alumni dues keep pace with inflation.

• Ensure that the university allocation is approximately equal to the estimated variable cost of nonmembers. It would be an unreasonable burden for the members to pay for nonmembers because the university is the beneficiary of the association's ability to reach nonmembers.

• Continue holding down the costs of serving members and nonmembers, achieving past levels of productivity.

These conclusions may appear to be obvious paths to financial solvency. However, because of the large number of alumni who have paid lower fees in past years, the actual conclusions were not known until the model was constructed and alternative possibilities tested.

The MAP model developed for the Alumni Association was inexpensive to develop and relatively easy to use. We can update alternative projections whenever operating data, alumni projections, or other factors warrant. For example, the model can incorporate the high current inflation rates (9 percent) and help determine what steps the association should take to remain solvent.

The financial model does not assume that a lump sum payment for an individual alumnus will be sufficient to cover a lifetime of services to members. Instead, new members and other sources must provide new resources so that the association can reach its goal of financial solvency. **case**

How To Stay in Business

An Alumni Association's Fight To Survive

BY GAYLE LANGER
Associate Director
Wisconsin Alumni Association

The purpose of an alumni association is to promote the welfare of an institution in accordance with the interests of its graduates. Yet for the Wisconsin Alumni Association, as well as for numerous other alumni organizations, depressed financial conditions and other volatile factors have made it a challenge not only to be of service, but also to survive.

Not long ago, our 30,000-member association was reeling. Campus activism at the turn of the decade alienated many alumni; many neither joined the association nor renewed their memberships. A decline in market conditions depreciated our life membership investment fund from nearly $900,000 to $500,000. And, a 1972 Wisconsin legislative audit prohibited the use of state money to promote or solicit funds for the alumni association.

But the university itself stroked the final blow. Administrators, also caught in a fiscal bind, cut back the $180,000 in services and personnel previously budgeted for us from university funds.

We have been hard-pressed to rebound from these setbacks. Yet, because we have adjusted to changing conditions, we have stayed in business. Today, we work hard to promote membership in the organization and to ensure the money-making capacity of some of our special programs. These approaches are generating the dollars which are crucial to the existence of the 114-year-old association.

MONEY FROM DUES

Membership dues are the lifeblood of any independent alumni organization's attempts to survive. That is why we doubled our annual dues to $10 when we first began to encounter monetary problems. Last year, we were forced to double the amount again. And by July, we expect to charge $300 for a life membership—triple the rate of a decade ago. We can no longer extend complimentary memberships to graduating seniors—all of our 30,000 members pay dues.

An increase in prices generally does not go over well in the marketplace. To increase dues, as we did, you have to represent a service that alumni won't want to turn down. Here are some of the ways we continue to attract the new members that are crucial to our survival.

Life Memberships. Nearly 19,000 of our 30,000 members have joined for life. In the past decade, three quarters of the over $2 million we have received in dues have come from life memberships. We invest this money in a special investment fund, a portion of which is allocated to our annual budget.

When we increase the yearly dues, we do not immediately increase the cost of a lifetime membership. We keep the lifetime rate steady for a limited time. This encourages new members to buy the bargain—the life membership. We also suggest that paid-up annual members convert to life memberships. Aided by this strategy, we received $216,000 from new life members when we doubled the yearly dues in 1968.

Limited membership offers, such as to celebrate a special anniversary of the association or university, are also generally effective. But you should always publicize rate increases in advance because people have a natural inclination to save money when given the chance.

Offer incentives. Give special gifts to life members who pay in full immediately. At the University of Wisconsin at Madison, we've given away paperweights and miniature diplomas.

Make it easy. We offer our members five ways to pay their dues. We collected $35,000 in FY 1975 from members who used Master Charge or BankAmericard.

Keep them in the fold, once you get them there. Each year, we send four solicitations to the graduates of UW-Madison who are not members of the Wisconsin Alumni Association. If we obtain a .005 percent response or more, we consider the mailing a success.

When memberships expire, we mail out three computer-printed statements in successive months. Before dropping a delinquent member, however, we send a personal note and the association's brochure in a final effort to convince the graduate to renew his or her membership. Incidentally, our member retention rate is about 90 percent.

SPECIAL PROGRAMS

Like most alumni associations, we re-

ceive income from magazine advertisements, sales of merchandise, and tours. After the university cut off its support, we increased our income from tours from 3.7 to 10 percent of our budget.

We have two special programs in particular that help us to meet our $303,000 budget. Both offer genuine services to our members.

Women's Day. About 750 women come to Madison twice yearly to take part in the 15-year-old program. An increased registration fee, which enables us to clear $3,500 annually after expenses, has not caused a decrease in attendance.

Group Life Insurance. We offer low premiums, and that's why our members—especially young graduates—take part. We expect this new program to net $10,000 the first year and $25,000 annually thereafter. This bargain will also probably lure additional alumni to join the association.

An Emergency

Despite these efforts, in November of FY 1975 we projected a $40,000 deficit for the association. We used an aggressive approach to survive this unforeseen crisis, and it worked.

We mailed a special letter to the 14,000 fully paid life members. We explained the reasons for the projected deficit and asked for a $100 contribution to help us through the year. The alternative, we pointed out, would be to lop off about one-third of our 14-person staff. The 676 members who responded gave an average contribution of $47.47. Those who sent in the full $100 received a varsity club pin. This type of program, however, should be used only in an emergency.

We also weathered an IRS audit and judgment that income from sources other than membership dues is considered "unrelated to alumni association activity." We formed a separate profit-making and tax-paying corporation to handle our income from the *outside* sources, such as tours and merchandise sales. This preserved the tax-exempt status of the association.

The monetary reverses, the budget emergency, and the IRS audit—all could have put the Wisconsin Alumni Association out of business. Yet we didn't panic. We were aggressive, and our alumni responded to our needs. Our problems are certainly not over, but at least we're still in business. CASE

Your alumni association and unrelated business income

BY JOHN HOLT MYERS
Williams, Myers and Quiggle
Washington, DC

Virtually all tax-exempt organizations are subject to a federal tax on income from "unrelated trade or business." This includes alumni associations, whether they are exempt under Section 501(c)(3) as charitable-educational entities, under Section 501(c)(4) as "social welfare organizations," under Section 501(c)(6) as business leagues, or under Section 501(c)(7) as social clubs. The unrelated trade or business income tax is virtually the same for all of these categories except social clubs, which are penalized by being subject to tax on their investment income.

Note: Section 501(c)(3), which exempts charitable-educational entities, provides the most favorable status because:

- Contributions and bequests by individuals and corporations to 501(c)(3) organizations are deductible.
- Section 501(c)(3) entities and public schools may maintain and provide pensions by the purchase of annuities under Section 405(b), under a program which need not meet the requirements of qualifying and provide nondiscriminatory coverage.
- Recognition by the federal tax authorities as a 501(c)(3) organization provides almost automatic maximum exemption under state laws.
- Most alumni associations which are separate from the university or college they serve have been recognized as under Section 501(c)(3). (See Revenue Ruling 60-143, 1960 1 C.B. 162.)

The tax is imposed upon the *net* income in excess of $1,000 from all unrelated trade or business. This means that, generally, all deductions allowable to a taxable entity are allowable in determining the net income. Thus, the net income from a profitable unrelated trade or business, will be offset by the net loss from another unrelated trade or business.

The tax rate depends upon whether the legal entity is a trust or a corporation. Most independent alumni associations would come under the latter category and be taxed as a normal corporation.

The report of unrelated trade or business income to the federal government is made on a Form 990-T. If the reporting entity is a trust, the return is due on the 15th day of the fourth month after the close of the taxable year. If it is a corporation, the return is due on the 15th of the third month after the close of the taxable year.

Note: The unrelated trade or business income tax return is, therefore, due before the annual information return filed by an exempt 501(c)(3) organization. The annual information return is due on the 15th day of the fifth month after the close of the taxable year.

Especially for 501(c)(3) charitable entities, which must be organized and operated "exclusively for educational and/or charitable purposes," the operation of a significant unrelated trade or business can, in the eyes of the IRS, jeopardize its tax-exempt status.

How does the IRS define an unrelated trade or business?

- It must be a trade or business, which is essentially defined as an activity carried on with the prospect of a profit. The fact that similar activities are carried on by taxable entities is significant because a clear purpose of the original statute was to eliminate unfair competition.
- The business must be regularly carried on. Again, the statute refers to

the manner in which taxable entities pursue similar activities.

• The activity must be substantially related to the organization's exempt purpose. This means it must contribute "importantly" to carrying out that exempt purpose, *other than producing income to support the organization.*

Certain kinds of "passive" income are statutorily exempted from taxation. These include dividends, interest, annuities, royalties, certain rents from real property, and gain from the sale of property other than inventory.

In addition, unrelated trade or business does not include income from an activity: (a) in which substantially all of the work is performed without compensation, (b) which is the selling of merchandise received as contributions, or (c) which is carried on primarily for the convenience of an exempt institution's members, students, patients, officers, or employees.

Note, however, that income from statutorily defined passive sources will be taxed if the income can be traced to borrowed funds (unrelated debt-financed income). The otherwise excluded income is taxed in the same ratio as the current debt bears to the tax basis of the property in question.

As a general rule, the IRS has statutory authority to treat a "seemingly single" activity partly as the carrying out of the exempt purpose and partly as the conduct of an unrelated trade or business. For example, it can tax the advertising revenue received by an exempt publication.

As already indicated, the IRS determines the unrelated trade or business income by deducting from the gross income those expenses normally allowed a taxable business enterprise. If there is a "dual" use of an exempt asset or facility, then the deductions are allocated on a reasonable basis between exempt and nonexempt income. However, if the institution is "exploiting" its exempt functions, then only the incremental cost of such exploitation will be deductible.

On what basis does an institution determine whether it is subject to the potential of a tax on an unrelated trade or business?

The basic guidelines are spelled out in these sources:

• The statute: IRC Sections 511 through 514.

• The legislative history: In this case, the House and Senate reports relating to the Revenue Act of 1950, 81st Congress, 2nd Session, H.R. 2319, S. 2375; the House and Senate reports on the Tax Reform Act of 1969; and the General Explanation of the TRA 1969, prepared by the staff of the Joint Committee on Internal Revenue Taxation.

• IRS regulations relating to these sections.

• The published rulings of the IRS, which appear in the *Internal Revenue Bulletin.*

• Cases decided by the various courts.

• Other sources: (a) IRS Publication 598 and instructions relating to Form 990; (b) articles and textbooks; (c) private letter rulings of the IRS, now published under the Freedom of Information provisions of the Internal Revenue Code.

To be properly aware of the potential exposure to tax from an unrelated trade or business, it is necessary to have an adequate accounting for costs. This is often not available to schools, colleges, and universities which do not follow a cost accounting system. Nor is it available to the exempt organizations that support them, like alumni associations.

If the association has a significant number of activities that could be considered unrelated trade or business, or if it wishes to engage in certain federal or state legislative activities, it could consider establishing a wholly taxable "services" organization. Or, it could set up a 501(c)(4) social welfare organization which would be subject to unrelated trade or business tax. This should insulate the (c)(3) organization from any challenges to its status.

Note: If the association creates a wholly owned subsidiary, it must realize that receipts from that subsubsidiary of interest, annuities, royalties, and rents may be subject to the unrelated trade or business income tax. IRS Section 512(b)(13).

CASE

Charge It!

BY JACK KINNEY
Executive Director, Michigan State University Alumni Association

More and more alumni associations are using major credit cards for membership dues, merchandise, and travel.

Our Michigan State University Alumni Association entered the credit card program in 1969. Bob Shackleton, now executive director of the Florida State University Alumni Association and then director of development for our MSU Development Fund, conceived the idea of using the credit cards for annual giving. We used Master Charge and BankAmericard for two years in the annual giving solicitation, but the response was very poor. However, when our alumni association initiated a membership dues program in 1971, we used the credit card option and it was an instant success.

During the first year, we received some $127,000 in dues. The total charged through the same two credit card firms was more than $11,000. In 1975 our dues income was approximately $260,000 and the amount charged to credit cards was over $19,000. Members may charge annual dues and full or partial payment for life membership. We had 878 charges for annual members, and 164 for life members on the two charge cards.

In addition to using credit cards for dues, we recently expanded the program to include merchandise and alumni travel. This year alumni charged slightly more than $1,200 for merchandise items. It's too early to evaluate the results for alumni travel.

Several other alumni associations have begun to use credit cards, with even greater success. The University of Wisconsin Alumni Association began to use credit cards last year. Gayle Langer, associate director, reports that during 1975, alumni charged more than $35,000 in membership dues. That's 16 percent of the income. Some 500 members charged dues at Wisconsin, mostly for life memberships. Mrs. Langer said 62 percent used Master Charge and 38 percent BankAmericard.

If you are considering using credit cards in an alumni association program, you might note our observations:

1. We found that alumni will use credit cards to charge dues, merchandise items, and tours, but not gifts and contributions to the university.

2. Credit cards have become a way of life in the United States, and many of our alumni have expressed appreciation to us that this convenient service is available to them.

3. We're satisfied that many of our alumni who might have been otherwise lost were able to join the association or renew their membership because of the charge plan.

4. We are in a competitive market. The use of credit cards is a worthwhile added dimension of professional service to our clientele.

Is your alumni association using a credit card program? If not, we strongly urge you to examine its merits. It can be a source of additional funds; it's convenient; and it's popular. CASE

JANUARY 1976

Putting Capitalism To Work

Serve Your Alumni—and Make a Profit Too!

BY ALLAN ARLETT
Director, Alumni Relations and Development, Queens College (CUNY)

Institutional advancement programs in the next several years "will not receive an increased portion of the educational and general budget" and, in fact, will "suffer a decrease in real dollars." That was the prediction of John Leslie in his excellent 1971 study, *Seeking the Competitive Dollar: College Management in the Seventies*. This observation has proved only too correct.

Many of us are going to have to be content, given roughly the same budgets, with conducting programs similar to those of the past, or perhaps even cutting back on them, or developing new ones at the expense of the old. Alternatively, we can look at new ways of funding our programs and managing our institutional relations programs in such a way that we maximize the use of our resources. Specifically, we can run programs to make a profit as well as to provide a service to alumni.

That is what we have done at Queens College. Our profit-making programs ($35,000-$40,000 net income estimated for the current year) include alumni athletic and sailing clubs, alumni workshops, and travel. New profit-making programs include insurance, children's program, a real estate seminar, and bowling. Experimental programs with profit potential include ski weekends, educational trips, summer camp, parents workshops, and Parents Information Institute. Programs run as a service but with the objective of breaking even or making a small profit: Young Alumni, Alumni Exchange, reunions, and a legislative visit to Albany. Subsidized programs include awards reception and *Alumni News*. We also provide a buying service.

Not only did the programs generate a substantial profit, but over 3,000 alumni participated. Despite the economic situation, registration in all programs continues to grow.

DEVELOPING A PROGRAM

In order to increase chances of success and the potential benefits of such an approach, close cooperation among the alumni, development, publications, and public relations offices is essential.

1. Start with programs that are already proving to be successful. Do the easy things first. Just get your alumni used to the fact that you are running programs on a regular basis—don't be a

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purist. Existential philosophy may be a fascinating study to a member of your committee but it probably won't sell.

2. Develop a list of some of the facilities and existing programs that your campus has that might be used by alumni. The "easy" approach does not preclude experimenting with one or two programs but if a program does not cover its costs, it should not be run. Make sure this is clearly understood—especially by the instructor.

3. It is absolutely essential that you not think that every program must succeed. "Hang loose!" as they say.

4. Salaries are your major cost in most cases. Keep these to a reasonable minimum. Get the potential instructor on your side by explaining that you are beginning the program and that everyone will benefit if it succeeds.

5. Compare charges for programs run by commercial firms and non-profit organizations in your area. Don't be misled by programs that are heavily subsidized. Prepare a chart outlining all your costs, registration fee, potential profit, and break-even point for each class. In advertising programs, make a point of separating instruction and material costs where these are involved because many other workshops do not include material costs and thus your prices may seem high.

6. If one of your better programs just misses covering its costs, discuss the problem with the instructor and see if he will reduce his price. While you may not make a profit the first time, the program may be worth running if other similar programs are making a profit.

7. Don't pay fees in advance to reserve space for a program that may not make it. Programs that we thought were certain to succeed have failed.

8. In setting your prices, remember that you can raise them once a program has proved successful. It's harder to lower them if a program is failing.

9. If you find an instructor is not working out, make changes quickly. But be sure the instructor is at fault. We once discovered that students were not attending a yoga class because the room was too cold for people in leotards.

10. Check out facilities before starting workshops, and make sure you are not going to have to make any major investments in facilities and equipment.

11. Coordinate publicity on programs through existing publications so that you won't drive costs up with special mailings. Get continuing coverage of workshops in your paper. If you have a travel mailing going out, tell the agency you want to add a few lines on some of your other programs in the cover letter. Ask the public relations office to send out press releases to local papers.

12. Set up a policy for cancellations; consider a penalty fee for all withdrawals. They can consume a lot of time.

13. Develop form letters to deal with registration details wherever possible.

14. Make the deadline date for registration far enough in advance to give you time to process applications and calculate the status of all programs before you confirm them. State clearly that all programs are subject to adequate enrollment.

15. Build in the cost of hiring someone to supervise the program if it is being conducted on a weekly basis; remember, your time costs money, too!

16. Persuade alumni to donate time as instructors. Agree in advance on a minimum number of participants in each class in order to conduct a successful program and justify the time of your volunteers.

17. Where cooperation with other departments is involved, document responsibilities. But remember, alumni will blame *you* for mistakes.

18. If an alumnus or alumni group is pressuring you to develop a new program, agree to it only on the understanding that they will recruit 10 committee people, seven of whom must actually attend meetings. Those with sincere interest will produce the most.

At Queens, we do not expect all our workshops to enroll enough people. Thus, we actually advertise more workshops than we intend to have knowing that a few won't make it. In this way, we ensure maximum use of the facilities we have available. If, for example, we had 10 rooms available and advertised 10 workshops, and two did not enroll enough, we would have two empty rooms.

The Importance of Volunteers

If you wish to maximize the profit of your programs, you must minimize the amount of staff time they require. This is where volunteers enter the picture. Managed properly, they can be the arms, legs, brains, and resources that you cannot afford to buy.

If you are serious about running a varied program and generating money, management tasks must include developing techniques for recruiting and training volunteers, dividing workload and tasks in such a way that a volunteer can reasonably be expected to accomplish them, and recognizing those tasks best handled by the office. Volunteer talent hunting and development are essential.

Planning and Cooperation

One of the most counter-productive practices I have seen in my decade of involvement in institutional relations is the practice of rigidly separating alumni, development, and public relations. Too often we overlook the opportunity to exploit our programs through mutual planning and cooperation.

Pragmatism and efficiency presumably are essential ingredients to a capitalist approach to management. How can we make the best use of our resources in developing these programs and what are some of the benefits?

1. The promotion of programs through the alumni news saves on mail costs. A mailing might be more effective but costs probably preclude this. If programs prove interesting and popular among alumni, publicizing them in the alumni news may help to ensure that the paper is read. Alumni also become more interested in keeping the institution informed of address changes. Furthermore, the alumni news may be able to use the fact that you have an active alumni program to sell advertising.

2. Alumni giving will be assisted through the development of new programs even though these are profit making. The programs and services offered to the alumni can be used as part of the appeal in asking for gifts; the college is giving as well as asking. Donors can be rewarded by giving them priority in registering for programs.

At Queens, our new alumni registration form for programs has a box for alumni to check if they are enclosing a contribution. All our donors now receive a membership card with the acknowledgment of their gift. Our publicity states that an alumni donor will receive priority processing, and a per-

son's alumni donor number is requested on the registration form.

3. Alumni programs will bring a regular flow of alumni onto your campus, presenting the legislative relations committee with a perfect opportunity to collect signatures for petitions, etc.

4. Most programs will develop a diverse range of age groupings, broadening the appeal of the association, again assisting fund-raising programs.

5. By opening your programs to faculty and staff, institutional relations can develop a positive image on campus and assist in securing cooperation when needed.

Don't Be Greedy

An essential part of capitalism is providing incentives for individuals to come forward with their ideas. At a meeting with department heads, we suggested that they work with us to develop income-generating activities by opening up to alumni programs already in existence or by beginning new ones. We now split any profits up to 50 percent with the department involved. The department's 50 percent goes through our books as an earmarked unrestricted grant for its use.

If you aren't sure you can fill a program with alumni, you can always state that non-alumni can attend if spaces are available. You can charge slightly more in such cases but remember you are trying to fill empty spaces and each one means money you would not otherwise be receiving. Don't be greedy.

Conclusion

We've had our problems at Queens. For example, a day or two before a sailing program was to start, the owner of the dock decided not to let us use the facilities we had been offered. However, I believe income-generating programs can and should be developed. Justifying new programs by the rationale that they will ultimately lead to increased giving is a luxury most of our institutions can no longer afford. The effective development of income-producing programs yields money while providing service to alumni. CASE

Unusual Merchandise Ideas

Selling Bricks, Scarves, and Holly for Alma Mater

BY NANCY HARPER
Assistant Editor

You walk into the university gift shop. On the left wall you see sweatshirts and pennants. On the right are pewter beer mugs and highball glasses. Straight ahead are captain's chairs, keychains, neckties, fountain pens, and baby bibs.

The university logo is emblazoned on everything. There it is: the Nittany Lion or the Maryland Terrapin or the Missouri Tiger or Harvard's Veritas. It's sewn on the pocket, etched into the pewter, or stenciled onto the paint—a constant reminder of alma mater.

And that, according to most alumni administrators, is the true value of such merchandise. Each item helps keep the institution in the active memory of graduates. Alumni who see the symbol of alma mater in their cupboards, closets, or offices generally respond to her appeals.

The world of alumni merchandise is not limited to sweatshirts and neckties, even though such standard items remain the most popular with alumni and with alumni directors. Just in time for Christmas (next year), here's a CASE-alog of unusual merchandise items.

You may think that some of the ideas are too particular to another institution and, therefore, useless to you. But look again. In most cases, the ideas work because they combine imagination with knowledge of what's available. Here are some of the resources you might consider.

Your Alumni—Who Are They?

Look at your list of alumni professions. Do you have any artists or authors who would donate drawings or books? Or are they children's heroes, such as TV stars and astronauts? Perhaps you could convince one of your "stars" to offer an autographed picture to future alumni. Or, consider these ideas.

Frankie Welch, an alumna of **Marymount College of Virginia** and designer of Betty Ford's inaugural ball gown, is equally famous for having designed hundreds of fashion scarves. The Smithsonian Institution, recognizing her importance to American design, requested her original drawings.

To commemorate the college's 25th anniversary, Welch designed her own gift to alma mater—an original scarf incorporating the college motif. Alumnae may buy them for $5 each.

Mary Partridge, college relations officer, says the scarves are profitable and are also given as gifts to special visitors, friends of the college, and guest speakers.

Grinnell College alumna Charlotte Cathcart Maselli loves to cook. Her husband, Vincent Maselli, is a nationally published commercial photographer. They blended their talents into *The Grinnell College Alumni Cookbook* with 360 recipes in 200 pages.

Ruth Prescott, associate director of college relations, edited, designed, and produced the book. It involved six weeks of her time after the two years the Masellis spent gathering and photographing the material. Without their volunteer work, and the "generous-minded printer" who charged modestly, costs would have been substantially more, Prescott says. As it is, 1,500 copies sold for $6 each, with profits well over $1,000.

Mills College benefits from alumnae talent in its local clubs. Alumnae Director Evelyn "Peg" Deane reports that Mills' branches carry on their own fund-raising projects. Each is responsible for making the initial investment, reporting financial details to the Oakland association, completing all required tax and legal forms, and returning to the Alumnae Fund the net proceeds.

A recent effort produced California bird notepaper, designed by an alumna living in the Monterey Peninsula. A San Joaquin alumna made drawings of

the teapot collection owned by Mills' founder, Susan B. Mills. The drawings now appear on note cards that are sold by that area's Mills club. An alumna living in Kansas City wrote an idea book for children called *What Can I Do Now, Mommy?* Illustrated by Hallmark artists, the book sells in retail outlets. The Kansas City Mills Club sells it through "Branch Ads," a special section in the *Mills Quarterly*.

Location—What Does It Offer?

Consider your geographic location. Does it produce something that's unavailable in other parts of the country? Can you capitalize on something special—like maple sugar, mistletoe, pine cones, or lobsters?

The *Radcliffe Quarterly* puts together several such offerings in its attractive new "Radcliffe Emporium" page. It's illustrated with line drawings and tells of goodies being sold by **Radcliffe College** alumnae clubs.

Holly, for example, comes from the Pacific Northwest club. *Quarterly* editor, Aida K. Press, reports the club sent a nice profit from the venture to the association last year. The Worcester, Massachusetts alumnae club sells Vermont cheese and maple sugar.

The **Vassar** Club of Oregon (VCO) sells its holly in a big way. Beginning in 1953 the project has grown from a cottage industry netting a few hundred dollars' profit to a permanent business. Since 1962, in fact, the Oregon club has sent more than $57,000 to Vassar's scholarship fund. Holly sells for about $9 a box.

Natalie Jewett of the Oregon club's holly committee reports good results with advertising in Vassar's alumnae magazine and in those of Yale, Princeton, and the University of Oregon. The group also tried promoting the project in *New York Magazine, Atlantic Monthly,* and *Smithsonian*, but decided its money was better spent appealing to proven friends. In addition, the club sends to Vassar alumnae 4,000 copies of a well-designed brochure.

Jewett has several suggestions: Pick a local product and be certain your supplier is served by United Parcel Service. Guarantee your product and answer each order—they had 4,000 of them last year. Dependable suppliers, she says, are vital. The Vassar Club of Oregon has used the same holly farmer for the past 23 years! Jewett urges supplier agreements stating that address labels, mailing lists, and promotion materials be used only for your organization—not for the supplier's personal business.

With 23 years' experience, the VCO can share many tips about working with local products.

Campus Talent—Can You Tap It?

On campus, the possibilities are everywhere. What research is coming out of labs and libraries? Would any of it interest your alumni, if properly packaged? Has the band ever recorded traditional campus music? Or, could you set up a contest in the art department to produce the best illustrations of campus buildings or portraits of emeriti professors?

One of the best uses of faculty research we've seen is the *Atlas of Oregon*. It's the result of "three and one-half years of excitement and drudgery" for **University of Oregon** geography professor William Loy. A big book—224 pages with 740 maps plus numerous charts and diagrams—the atlas covers human geography, economic systems, the environment of Oregon, and place names.

Sponsored by the university and by the State of Oregon Centennial Council, the atlas celebrates the state's 100th birthday. Lois McCarty, UO alumni relations director, learned of the project while serving on the council. She immediately saw the opportunity to sell it through the alumni association. It will gain no profit from the project: Production costs have put the price at $22.50. But the university gains good will and delivers valuable information.

"We are ever on the lookout for faculty research projects that would be of interest to our alumni," McCarty says.

Here's an idea from **St. Mary's Junior College** that may be adaptable. Randy Clark, director of public relations, put together an appointment calendar. Using a format supplied by a professional firm, he added to it "witty and wise sayings," student artwork, drawings of campus buildings, his own photographs, and prints from the library.

The main purpose of the calendar was to present a gift to every faculty and staff member, but St. Mary's offered to alumni additional copies, with a faculty-staff directory thrown in. The result: a sell-out at $3.50 each.

Alumni Association Director Carolyn Fazio has suggestions for anyone thinking of trying such an idea. First, she says, begin work early. You should start in April for the following year's calendar. She also suggests that you work directly with a local printer to prevent hassles.

Portable **Stanford** (PS), that university's award-winning way to help alumni living in remote areas continue their education, deserves inclusion in any wrap-up of merchandise. It's basically a book club. Several times a year subscribers receive a softbound volume on approval. If they choose to keep the selection, the cost is $3.25, plus shipping and handling.

The idea is to distill, into one expertly written volume, material on an important, timely topic. For example, after the first U. S./China ping pong tournament, the staff asked Stanford's China expert to produce a manuscript that would give alumni an up-to-date, comprehensive view of that country. The volume appeared just after President Nixon's initial trip to China.

The promotion folder explains PS: ". . . your pipeline to keeping up with the great ideas emanating from a great university. All of the PS books are written by Stanford professors—for you, the intelligent layman."

Since 1973, 12 percent of Stanford's 100,000-person alumni/parent/friend market has subscribed to PS, according to Della van Heyst, alumni association director of publications.

Dick Johnston, director of alumni relations at the **University of Idaho,** puts faculty talent to good use. A prominent artist who teaches there painted winter scenes of the administration building. Johnston arranged with a local printer to print them as greeting cards and package them 25 to a group.

"We sold all the cards," he says, "netting a little over $500." Profits go into the alumni association budget.

Johnston reminds you there might be failures as well as the successes. "One of our disappointments was a 12 × 16 inch campus activity calendar, fea-

turing beautiful sketches from campus artists of local scenes," he says. It didn't sell.

Many CASE members report good luck selling commemorative plates, for example, of an institution's anniversary. The **Arizona State University** alumni association commissioned a commemorative plate to honor Frank Kush, the football coach who led ASU to victory over Nebraska in the Fiesta Bowl.

Don Dotts, alumni director, says that 650 plates sold at nearly $20 each. Proceeds benefit the alumni association and the ASU athletic department.

With elbow grease and imagination, you can produce creative merchandise from "leftovers" on campus. Suppose, for example, the concert hall is being renovated. The rickety wooden stair railing will be replaced with safe metal. Don't let them throw away all of those turned oak bannisters. Clean them up (with volunteer help), attach a base, affix your university seal, and sell them as keepsake candlesticks.

Or look at these ideas.

"It's not every day alumnae have an opportunity to purchase a piece of history," the **Stephens College** announcement begins. They will buy bricks from Senior Hall, now under renovation. Alumnae volunteers from the class of 1946 convinced Jack Siefkas, vice president for development, to let them decorate and box old bricks from the site and sell them to other alumnae. The bricks sold for $15 each, a tax-deductible contribution. Profits (roughly $4,000) went toward renovation.

Another $2,000 resulted from the sale of alumna-designed needlepoint cover kits, to transform the bricks into attractive doorstops.

Have you an old storage room piled with papers and boxes? Have you sorted through it lately? Frank Jones, head of the **Indiana University** Alumni Association, did just that and found history and a gold mine.

In a pile of papers that had been moved from one closet to another since 1935, he found a stack of yellowed sheet music. The song was "The Chimes of Indiana," by Hoagy Carmichael.

Jones immediately contacted Carmichael, who authenticated the 250 copies as first editions of the traditional Indiana song. The songwriter told of a distribution plan between himself and the late George "Dixie" Heighway, long-time alumni secretary at Bloomington. Somehow, nothing came of their idea, and the sheet music went into storage.

So Jones revived it and Carmichael personally signed each sheet. The result is a bit of history, framed in walnut, and "selling well" at $50 each.

Most of us can't rely on such finds, but, as Jones says, "Check your archives (and your closets). You never can tell what you'll find." CASE

Merchandising Hints To Help You Start a Program

An alumni merchandising program is not the magic pill to solve all your alumni association ailments. It won't generate a lot of money, and it will cause some problems.

Even so, alumni merchandise offers an invaluable way to open the door of your association to alumni, particularly the younger ones. We all know that most memberships in and contributions to the association come from graduates of 20-30 years ago. Many alumni avoid all contact with the association until they've been out of school for 10 years or more.

An alumni merchandise program can give you the contact with younger alumni that can lead to involvement. Before you begin, however, consider the following suggestions from Richard E. Gibbs, president of the alumni marketing firm of Regasco, Inc.

1. Thoroughly investigate possible suppliers *before* you contract to offer their merchandise. Try to visit each one and negotiate a supplier's agreement with a principal of the company. The agreement should include cost of the product, cost of fulfillment and shipping, lead time, quality control, and packing standards.

2. Try to avoid offering items requiring large prepaid inventories, especially if you're just getting started in alumni merchandising. Determine minimum shipment requirements for each item. You must have storage facilities for products available only in large shipments. It is often better to buy in smaller quantities, or to pay more per unit under a "make and hold" arrangement with the supplier, than to tie up a lot of money for a long time.

3. Invest your money in quality merchandise and avoid dime-store variety items. Junk does not sell, is not displayed in alumni homes, and does not advance your alumni association image.

4. Watch out for hidden costs. Items marked "bulk packed" for example, require that you stock packaging material, that you repack each item, and that you handle individual orders.

5. Don't forget to include "start up" costs in your budget. Include printing and distribution charges as well as initial tool-and-die costs or investments in prepaid inventory.

6. Set up office procedures to handle mail orders. Acknowledge orders immediately. In addition to the order number the acknowledgement letter should contain an approximate date of fulfillment, especially if you expect a delay in the shipment of the order.

7. Try to make banking arrangements with two banks. This allows alumni to use either Master Charge or BankAmericard, in addition to a check or money order.

8. Decide how to present the merchandise to your alumni. Whether as ads in the alumni magazine, in multi-page catalogs, or on single-sheet brochures, the promotion should not detract from the association image you wish to project.

9. Offer an economic incentive for alumni to participate—charge active members less than the retail price.

10. Be sure each promotion piece includes an order coupon. It should contain the following: a description of the merchandise (size, color); number of each item; price; sales tax; where to

send the order; to whom to make the check payable; and credit card information, if you've arranged to use them.

11. Every merchandise offer should also promote membership in your association. The merchandise is your "foot in the door." Once it's there, it's up to you to follow through and build involvement.

If you jump into a merchandising program based only on intuition, you could find yourself surrounded by dozens of unsold blazers, with no additional association members, and with little cash. However, if you base your purchases on the successes of your CASE colleagues experienced in merchandising, the results will benefit your association. Instead of tying up your money, alumni merchandise should become a means to the end of increased participation.—NANCY HARPER case

Alumni Dues and Don'ts

BY NANCY HARPER
Assistant Editor

Top 20 in Total Voluntary Support

Institution*	Support*	Alumni Dues**	Total Voluntary Support*
Harvard University	private	no	$52,396,051
Stanford University	private	yes	45,134,928
University of California system	public	yes	40,153,787
University of Pennsylvania	public	no	33,966,448
Yale University	private	no	27,379,020
University of Minnesota	public	yes	26,425,971
Cornell University	private	no	26,100,738
University of Chicago	private	no	24,538,399
University of Michigan	public	yes	22,226,087
Massachusetts Institute of Technology	private	no	21,691,645
Columbia University	private	no	21,421,527
New York University	private	no	19,700,670
University of Wisconsin-Madison	public	yes	19,581,092
Princeton University	private	yes	19,248,447
University of Southern California	private	yes	19,218,877
Washington University	private	no	19,146,296
Indiana University	public	yes	18,421,091
Case Western Reserve University	private	no	18,396,962
Northwestern University	private	no	16,610,970
Duke University	church	yes	16,136,964

**Voluntary Support of Education 1974-75, CFAE (jointly sponsored by CASE)*

***In some cases, the general alumni association does not rely on dues, but special college or class associations do. Source: CASE CURRENTS survey.*

If you want to start a healthy debate, ask a group of alumni administrators about dues. Some will tell you that dues income is their lifeblood and others will say that dues spell death to the annual fund. They seem to be either strongly in favor of dues or violently opposed to them—there's almost no middle ground.

To hear all sides of the dues debate, I contacted several alumni and development officers at public and private institutions of varying sizes.

There are no pat answers to the question, "To dues or not to dues?" Different problems require different solutions.

The variables involved are legion. A few of them are: size, age, and wealth of alumni body; effectiveness and budget of fund-raising and friend-raising staffs; fiscal autonomy of the alumni association; and quality of the education received by alumni.

You should not accept or reject dues, I learned, solely from the example of successful institutions. I checked with the 20 colleges and universities identified by the Council for Financial Aid to Education (CFAE) as receiving the most money in total voluntary support for 1974-75. They show a fairly even split between dues and non-dues programs. Similarly, I found that the belief that all public institutions levy dues while all private institutions do not falls before the facts. (See chart.)

Any dues decision must reflect careful study by the institution and the alumni association. Here is what some of those I contacted have to say about dues and annual funds.

Dues: Yes!

Some alumni directors are so firmly in the dues camp that to suggest another route to them seems heretical. Others consider dues as something with which they may disagree in theory but with which they must comply. Often, the decision to go to dues lies not so much with the preferences of the alumni director or the alumni board as with state legislatures and university presidents.

Many of those associations using a dues system do so as a result of legislation in effect or proposed. Currently, legislators in many states do not allow the use of public money to support, promote, or solicit for alumni associations. As the clamor for accountability in higher education rises and as inflation continues, more states, cities, and counties will undoubtedly impose similar restrictions.

Some alumni associations have gone to dues as a result of institutional budgetary decisions. The increasing alumni association budget requests, coupled with decreasing school, college, or university income, make for problems.

Outside income, in the form of dues, is often the solution.

The **Baylor University** Alumni Asso-

ciation adopted a dues system last May. Genie H. Dyer, assistant director, cites "concern over increasing costs of providing expanded services and the renewed determination to provide more direct financial support for Baylor."

Although Dyer cautions against accepting short-term figures as a trend, she is pleased that, so far, dues have not affected Baylor's annual fund receipts. On the contrary, in the first two months of the dues program, annual fund income was more than double that of the same period last year.

A *Baylor Line* article explained the goals of the dues program this way:

"1. It puts our association in step with other strong associations around the nation. Our study indicated that the majority of the strongest alumni associations are supported by active members who pay dues.

"2. It will make our association of greater value to Baylor. Dollars from Baylor's operating budget which have been used to support association activities can be used in the future to support Baylor's educational program.

"3. It will encourage more active participation in alumni activities by a greater number of our alumni.

"4. It will provide an economic base for future achievements. Our achievements will be limited only by our collective ability to respond to our opportunities."

Dyer reports that, with no promotion other than one alumni magazine article, 400 life and 600 annual memberships came in to the association in the first three months of its dues operation.

Nebraska: On all sides

Jack Miller, executive vice president of the **University of Nebraska** Alumni Association, sees no competition between annual giving and alumni dues. Both in the development and alumni offices, he says, "those who are aggressive will win, and those who lie down on the job will lose every time."

The University of Nebraska is one of very few to have been on all sides of the dues fence. From 1900 to 1967, alumni paid dues for life and annual memberships. The association dropped dues in 1967 and reinstated them in 1974.

The association counted 1,700 previously paid-up life members on January 1, 1974. As of September 1 this year, 13,201 alumni pay dues to the association.

CFAE figures show that 12,335 of the 171,092 alumni of record donated nearly $624,000 to the University of Nebraska annual fund in the 1974-75 recording period.

Gayle Langer, associate director of the **University of Wisconsin—Madison** Alumni Association, believes that "membership dues are the lifeblood of any independent alumni organization's attempt to survive." She described the problems of shrinking appropriations and legislative audits in "How to Stay in Business: An Alumni Association's Fight to Survive" (CASE CURRENTS, March). Membership dues have doubled and doubled again, she reported, but still, 27,000 alumni belong to the alumni association.

Listed as 13th in total voluntary support by CFAE, her university's fund-raising capabilities obviously have not been hurt by alumni dues. Nearly 16,000 alumni contributed over $2 million to the annual fund in 1974-75. CFAE lists 154,968 alumni of record.

The **University of Texas at Austin** Ex-Students' Association (E-SA) is independent of the university. Roy Vaughan, executive director, says the dues system of the self-supporting E-SA "clearly delineates that association programs to benefit our university are independently financed. It allows alumni annual giving to be distinguished as a separate appeal."

Vaughan explains that E-SA proposed and helped create the development board, in 1940. "There is every reason," he says, "for close mutual cooperation between E-SA and the development board. Those to whom we appeal are the same people. Our appeal is for dues and time and energy. The university's need for dollars is beyond that."

Annual membership renewals average 80 percent, he reports, and 21 percent of the over 127,000 alumni pay dues to the association. CFAE annual giving figures are unavailable.

Some administrators consider dues a stepping stone in an institution's evolution. A young institution might use dues, they say, until the potential exists for a substantial return from an annual fund campaign. In such cases, dues might serve as a short-term measure, allowing the development of strong affiliate clubs and the potential for successful annual fund drives. Dues would then be dropped.

Purdue: Dues help fund raising

The dues system at **Purdue University** has been part of the alumni association since its incorporation in 1928. R. J. Rudolph, executive director, believes that a good dues program helps all phases of fund raising in the university. Dues identify interested alumni and potential contributors, he says, citing the Purdue President's Council. When the council was formed, 44 of the first 50 council members were life members of the alumni association.

"The majority of alumni who contribute to our annual fund," Rudolph says, "also belong to the Purdue Alumni Association."

When asked if Purdue would eliminate the dues system if given the opportunity, Rudolph answers emphatically, "Absolutely not!" He reports that 49 percent of the association's total operating income comes from dues and that nearly 33 percent of Purdue's alumni pay dues to the association.

Around 80 percent of the annual members renew each year. CFAE accounts suggest that Rudolph is correct in his assessment of dues' effect: More than 11,000 of the nearly 116,000 alumni of record donated a total of $1.7 million to the annual fund in 1974-75.

Rudolph believes that fancy membership promotions are a waste of money. "A good experience while an undergraduate is the key to future support by an alumnus," he says.

Jack Kinney, executive director of the **Michigan State University** Alumni Association, sees alumni interest as the reason for the dues program's success. Nearly 30,000 alumni pay dues, he says. In 1975 alone, 7,000 joined.

"I wish I could say that this success is due to a clever and sophisticated membership campaign by our office, but by Madison Avenue standards, I suspect our solicitations are quite amateurish and even corny," he writes.

So why the success? "Because," Kinney says, "I believe our alumni really want to be informed and kept up-to-date about MSU. A great many give of their time and talent, and yes—even money."

Over 13,000 of the more than 158,000 MSU alumni donated a total of $462,232 to the annual fund in 1974-75, CFAE reports.

MSU: Successful dues program

Queens College of CUNY does not have dues, but instead has found a compromise solution. As Allan Arlett, director of alumni relations and development, notes, "When faculty are being fired and budgets are being cut throughout the institution, it is difficult to justify increasing the alumni budget."

He supports the imposition of dues on a short-term basis in certain situations: when institutions are relatively young and, therefore, have few alumni able to make substantial contributions; when institutions have greatly expanded their enrollments in the past 15 years, thereby producing a majority of alumni in younger age brackets; or when institutions are led by presidents unwilling to advance money for fund-raising campaigns.

Arlett proposed what he calls "a middle road between a dues and non-dues system." Under the new system, all donors of $15 or more will receive a donor card entitling them to a 10 percent reduction in most association programs. Only such donors will continue to receive all the issues of the *Alumni News*. All other alumni will receive three issues of the *Alumni Catalogue*, a publication used to "sell" various association income-producing programs.

At Queens, 84 percent of the alumni graduated in the 1960s or later. This limits the fund-raising potential, Arlett says. CFAE figures support his views: 6,024 of the 36,000 alumni of record donated $80,020 to the annual fund in 1974-75.

The Queens alumni association, Arlett says, had hoped to become financially independent through income-generating programs (which brought in over $100,000 last year), but found that an alumni body expanding from 23,000 to 50,000 in five years makes independence impossible.

Arlett explains that "fiscal constraints left us little choice but to try this middle ground."

He gives five examples of factors associations should take into account when considering dues:

1. Examine alumni giving. What is the average gift, the percentage of participation, the percentage of increase or decrease over the past few years? Is the full potential of alumni giving being effectively exploited? Or, is the campaign too low-key and in need of improvement?

2. Look at the age groupings for the next few years, in regard to percentage of old vs. young alumni. A young alumni body will not produce a high average gift for several years.

3. Examine by dollar range the percentage of alumni contributing.

4. Check the participation by alumni in association programs.

5. Make realistic budget projections—both from the institution and from other sources of income.

Dues: No!

Alumni officers at many institutions react to dues as does Allen F. Martin, Jr., director of alumni relations at **Washington University.** "I've learned never to say 'never' in this business," he says, "but we don't have dues now, we never have, and I hope we never will."

Many alumni professionals see themselves solely as "friend raisers" and, after having identified potential contributors, leave the fund-raising job to others.

Boston: Dues-free

John F. Wissler, executive director of the **Boston College** Alumni Association, explains it this way: "In a private institution, we must view our potential market as *all* our alumni. My task, with no fund-raising responsibilities directly, relates to the cultivation of as many alumni as possible in whatever ways possible. Result: the balanced program.

"We *would* have to adopt dues if the university were unwilling to budget our association or if drastic cutbacks in that budget were enacted," he says. "But even then, I would point vigorously to a steadily ascending capital and annual fund as justification for our dues-free operation."

Under no dues levy, 8,699 of the 53,749 Boston College alumni gave

$439,922 to the annual fund in 1974-75, according to CFAE records.

For associations using dues, Wissler urges good communications that emphasize both the difference between and the need for both dues and annual fund campaigns.

Several alumni associations began their operations with dues systems, only to reject them in later years. Robert L. Torre, director of university development, explains that **Adelphi University's** alumni association discontinued dues because "they interfered with the alumni fund."

"Dues," he says, "give potential donors the opportunity to rationalize: 'I paid my dues—I'm not going to give to the alumni fund as well.' The potential for a much larger gift is lost in many cases." Torre illustrates with an example of the Adelphi parents' association. Five years ago, he says, parents paid $7.50 annually to belong. The association raised $15,000 from these dues and an additional $15,000 in contributions to the parents' fund. Within three years after ending parents' association dues, Torre reports, parents' fund contributions totaled $60,000—twice the previous amount.

In 1974-75, nearly 6,000 of the 24,000 alumni of record donated a total of $102,733 to the annual fund, according to CFAE reports.

The **Georgia Tech** National Alumni Association eliminated dues because the system did not produce the needed income and because it made for double solicitation, W. Roane Beard, executive secretary, says.

Georgia Tech's annual fund received nearly $814,000, CFAE reports, from over 16,000 of its 40,778 alumni of record.

A guaranteed funding arrangement between **Fordham University** and the Fordham College Alumni Association ended after a thorough examination of the costs of maintaining a dues system versus the income it generated. Under the former arrangement, the alumni association received a fixed amount of money generated by dues. Principals in the changeover agree, according to director of development Francis X. Murphy, that dues compete with annual giving for the small dollar gift.

Other reasons for discontinuing the dues system include the inordinate amount of office support required by dues, the problems of coordination, and the creation of two classes of alumni—members and non-members.

Staff members of the Fordham development office contacted officers of 18 universities and colleges to discover what impact dues programs have on alumni annual giving. Every officer contacted by Fordham felt that dues were detrimental to annual giving. CASE knows of no definitive study of alumni dues to document that conclusion, however. My informal CASE poll from which this article is built neither supports nor rejects it.

In 1974-75, Fordham enjoyed an average high level of alumni support to its annual fund, according to CFAE. The private institution received over $253,000 from 3,900 of its 55,000 alumni.

The **Marquette University** Alumni Association's nine college affiliates discontinued the dues program in 1970. Thomas Montiegel, director of alumni relations, gives the following reasons:

1. to avoid the administrative nightmare caused by the dues program;

2. to avoid direct competition between dues solicitations and annual fund solicitations, and to avoid the potentially embarrassing paradox for alumni who make contributions to the annual fund. Unless an alumnus also paid dues, Montiegel says, he was not considered a member in good standing by the alumni association; and

3. to avoid the perpetuation of the "they're - always - asking - for - money" reputation of the university.

Figures supplied by Montiegel seem to support his belief that dues mitigate against the annual fund. In 1969-70, the final year of the dues program, $235,000 came in to the annual fund from 6,468 donors. Three years later, the annual fund brought in $861,000 from nearly 12,000 of the 51,518 alumni.

Montiegel attributes an important part of the success of the annual fund drive to Marquette's new program, instituted in lieu of dues. The solution ties alumni support to annual giving. Instead of receiving a few dollars in annual dues, each affiliate college alumni association receives, from the university, a set amount from each contributor to the annual fund—regardless of the size of the gift. Now, the main emphasis is on participation in the annual fund, Montiegel explains.

With a dues program for each affiliate alumni association, Montiegel says, volunteer participation was fractured. "None of the groups had a vested interest in the success of the alumni giving program," he says. "When combined into a single effort, the attitude changed. The college groups assumed responsibility for recruiting class agents (the number of volunteers jumped from 350 to 800) and volunteers for telephone solicitations became immediately and enthusiastically available."

Michel T. Huber, director of alumni relations at the **University of Pennsylvania,** explains that the association discontinued dues eight years ago. The decision stemmed not from an adverse effect on the annual fund, but from a desire to enhance communications.

"Those alumni who did not pay dues did not get the magazine. We had no way to convert disinterested alumni," Huber says.

The University of Pennsylvania, with nearly $34 million in voluntary support, ranked fourth in the nation in 1974-75, according to CFAE.

Richard (Buck) Weirus, executive director of **Texas A&M's** Association of Former Students, also opposes dues. After operating with dues since 1879, the association halted the program in 1942. Now, contributors of $15 or more receive all association publications. New graduates automatically receive a one-year subscription to the alumni magazine and a copy of the directory.

Weirus believes that imposing dues would "significantly lower the amount raised in the alumni annual fund." CFAE 1974-75 figures show that 19,041 of the 62,000 alumni of record contributed a total of $1,092,319 to the Texas A&M annual fund. case

Fordham: Discontinued dues

Alumni can pay their way

How to make a dues program work for you

BY JAMES A. BARNUM
Director, Membership Programs
University of Minnesota Alumni Association

Many alumni really don't mind paying alumni association dues. In fact, several of our members send us a check every couple of months simply because they can't remember when they last paid, and they don't want to risk having their memberships lapse.

But not all alumni are quite so enthusiastic and prompt when it comes to paying dues. So, once you decide to adopt an alumni dues program, your challenge is to see that your alumni accept it. This calls for a two-pronged approach: Of course, you must generate new members. But it's equally important to retain your current members.

Retaining membership

Retaining members sometimes takes a back seat to cultivating new ones. It shouldn't. Consider these figures: If your association has a paid annual membership of 20,000 and your retention rate is 65 percent, your organization will need to attract 7,000 new members each year just to "stay even." It would be difficult to recruit 7,000 new constituents in one year; growth would be almost impossible. But if your association were to increase its retention rate to 90 percent, you would need only 2,000 new members each year to "stay even."

The point is: Without an effective membership retention program, many of the new members recruited through promotions will go toward offsetting the loss of non renewing members. Cutting that loss is the first step to increasing membership.

At Minnesota we're doing several things to see that our members retain their memberships. We concentrate on offering the best alumni programming and publications we can. We offer an attractive benefits package. Then, we attempt to show a relationship between an alumnus' membership and the benefits and programs we offer. That's why on several of our invitations and announcements you'll see statements such as, "Alumni memberships make this program possible." So even members unable to participate in our programs gain some notion of what their dues are doing.

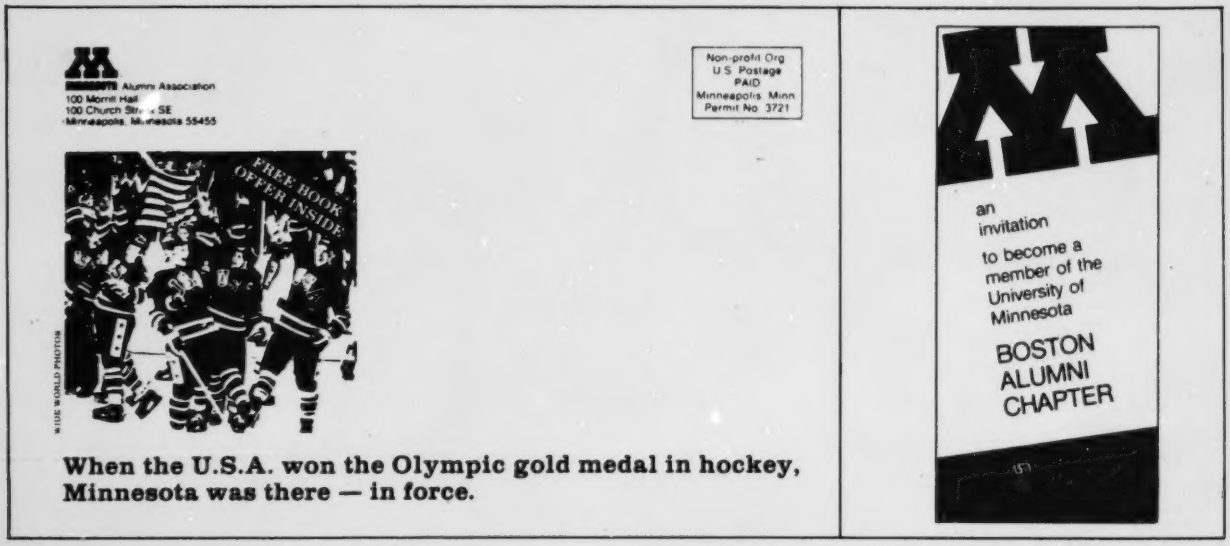
Promoting awareness of and participation in our benefit program is another way we're increasing membership retention. Once a member takes advantage of a benefit, or even feels that he or she might do so someday, membership renewal becomes much more likely. The reason is simple: People renew memberships (and subscriptions) in order to retain access to benefits. So it's not enough to *offer* benefits; you must *promote* them. And you must make it as easy as possible for your members to participate.

For example, three popular benefits at Minnesota are the university golf course, library privileges, and our group insurance program. Each requires alumni association membership for participation.

We mail brochures describing in detail these programs to every new and renewing member of the association, along with his or her membership card. This serves three purposes: It reminds them of the benefits we offer; it promotes use of these benefits; and it makes benefit usage easy.

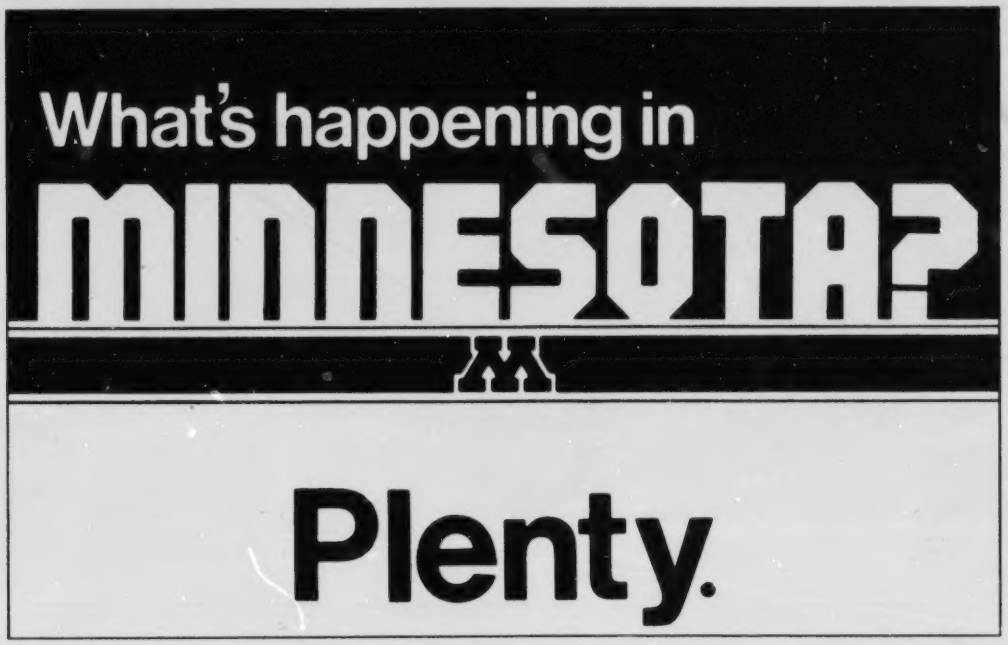
Results? Since introducing these brochures in our membership package, library privilege requests have tripled. Insurance information requests have increased tenfold. And alumni use of the golf course has gone up significantly. This increased interest in our programs should translate into increased membership renewals.

We also give alumni a financial reason to retain their membership: At the time of annual membership renewal we promote the idea of conversion to installment life membership. Under


Alumni Association
100 Morrill Hall
100 Church Street SE
Minneapolis, Minnesota 55455
Non-profit Org
U.S. Postage
PAID
Minneapolis, Minn
Permit No. 3721
FREE BOOK OFFER INSIDE
WIDE WORLD PHOTOS
When the U.S.A. won the Olympic gold medal in hockey, Minnesota was there — in force.
an invitation to become a member of the University of Minnesota
BOSTON ALUMNI CHAPTER

From Russia with love. Even if you don't have 11 alumni on an Olympic hockey team you can offer premiums—Minnesota offered free copies of Miracle on Ice *—to attract members.*

Target: Nonmembers in chapter areas. Promotions focused on specific programs.



In a promotion targeted for nonmembers, a free issue of Minnesota *and a membership dues invoice accompanied this direct mail piece.*

this plan, an alumnus purchases a life membership over a 10-year period. Renewal percentages on installment life memberships are quite high, probably because members feel they have an "investment" in the program, each payment bringing them one step closer to dues-free memberships. The more annual members converting to this membership plan, the higher our retention percentages will be.

We started this aggressive membership retention program one year ago. In that time, membership renewal has increased to 84 percent, an improvement of over 10 percent. This increase has made possible greater membership growth through our membership promotion program.

Promoting membership

Our direct-mail promotion plan used to consist of one appeal each year. The results were respectable, but membership was not increasing as it should, and our market penetration remained relatively stable.

Research among our members indicates that every member seems to have a different perception of the association and a different reason for joining. This awareness helped us analyze our promotion deficiencies.

We discovered that our promotions didn't adequately recognize the varying motivations and predispositions our alumni felt. By producing promotions that attempted to appeal to *all* alumni, we were really not appealing to any one alumnus very well.

We needed a comprehensive communications plan that capitalized on our alumni's varying perceptions and motivations. We needed more mailings to smaller, more homogeneous audiences. We needed to tailor our message to be more meaningful to each alumnus.

As a result, we developed a "segmented" 1979-80 membership promotion schedule after carefully considering several of the factors that could affect an alumnus' decision to join. These factors included:

• *Place of residence.* This variable has a profound impact on how people feel about your institution. On one hand, it seems that the farther alumni are from the campus, the less likely they are to take the institution for granted, and the stronger their positive feelings are. Absence makes their hearts—and memories—grow fonder. On the other hand, the farther a person lives from the campus, the fewer alumni programs he or she is likely to participate in.

• *Education level.* I assume there's a direct relationship between the number of degrees a person holds and his or her level of loyalty to the institution. Based on this generalization, I wonder how likely it is that the nongraduate former student will become a member, although I know some do. I also question how likely it is that alumni who have attended more than one institution will join.

• *Programmatic variables.* Not all alumni can reap the same benefits from membership. An alumnus whose membership will include invitations to constituent society events, reunions, chapter or club events, and so on, has more to gain from joining. The greater the potential for participation, the greater the motivation for joining.

• *Age.* Although none of our membership dues programs is too expensive for any alumnus, there is still a financial element to consider. It's not wise to tell a young alumnus who has just bought a new house, car, and furniture, whose wife has just had a baby, and who has just started a new job that he is now eligible for a $5,000 Mediterranean cruise. Cheap insurance may be what this alumnus is looking for. The opposite may be true for alumni who have been out of school a bit longer.

However, if you make your communications to these two audiences too general, your alumni probably won't see the benefit that applies to them.

Younger alumni tend to seek benefits that help them directly in a personal or material way. Their decision to join might be based on the question: "What does this membership do for *me*?" In time, alumni interest shifts to the institution, and that question soon becomes: "What can I do for my university and alumni association?" You shouldn't ignore this shift in membership orientation. Obviously, one general promotion can't cover these diverse orientations.

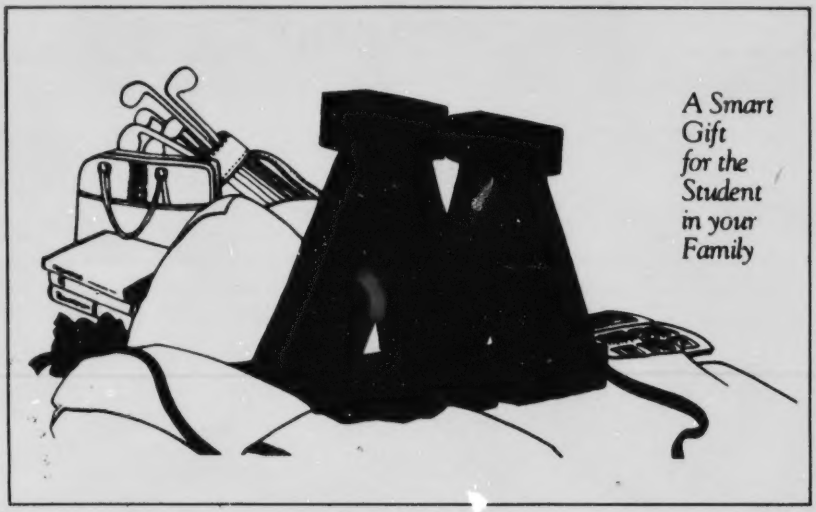
Targeting promotions

It was clear that our promotions needed to be better "targeted." But how? Segmenting your alumni audience by even just a few variables can lead to confusion and an unmanageable promotion schedule.

We focused our promotions on specific program areas. The program itself dictated the age, location, and educational background of the audience selected to receive the promotion. All of those factors then combined to suggest the appropriate copy style, emphasis, and design.

The promoted program also affected the mail rate, and we made great efforts to minimize the possibility of overlapping appeals. Here's the plan we designed for 1979-80:

September: To all nonmembers. We offered them a free issue of our revamped *Minnesota* magazine. We sent the magazine with an invoice for membership dues.



October: To nonmembers in selected chapter areas. Local presidents sent letters and brochures on chapter plans. We customized all printed materials for each chapter.

December: To parents of seniors. We suggested they buy their son or daughter an alumni dues gift certificate.

February: To alumni who live within 50 miles of the campus. We reminded them of our "local" benefits, such as use of the library, golf course, and so on.

March: To reunion classes ('40 and '30). Class reunion chairpersons wrote letters stirring up nostalgic feelings and memberships.

April: To nonmember constituents of certain schools. They received letters from the volunteer president of their alumni society promoting society events and membership. Again, we customized all the printed materials from each school.

May: To nonmembers, except the above. They received a promotion that stressed the alumni pride associated with the University of Minnesota's contribution to the U. S. Olympic gold medal in hockey. We offered a free book, *Miracle on Ice*, as a premium.

June: To graduating seniors. We invited them to a party and also to the membership.

Two years ago our association's membership increased 2 percent; last year, 5 percent. This year we're anticipating a 15 percent membership gain. Why the dramatic growth? Three reasons: an aggressive membership retention program, a targeted promotion plan, and constant attention to and hard work in these areas.

Promoting your dues program does take a lot of hard work. But it pays off in more members for your alumni association. CASE

Dues: The pros and cons

BY PAUL E. ANDREWS
Executive Director
Wayne State University Alumni Association

A successful alumni dues program has plenty of benefits to offer, once you overcome a few problems.

The most obvious asset is new money. After you cover the costs of promoting and maintaining membership, you should wind up with some discretionary income. Wayne State's budget for nonpersonnel items in the Alumni Office has been fairly static over the last several years, while costs have risen. Our solution has been our Unified Dues Program, which we initiated about five years ago.

Under this program, only the university alumni association handles the solicitation. The annual membership fee covers membership in the university-wide association as well as in all the constituent groups for which alumni are eligible. New graduates pay $5. Others pay $12 a year.

This income has enabled us to upgrade and expand our program in many ways. For example, we've developed a special members-only publication called *Members' Memo*. We've also been able to invest a little money in student programs to introduce future alumni to the association.

Our dues program also helps identify alumni who genuinely care about the university and the association. To our surprise, some of the folks who *seem* to be terribly loyal and interested don't join and renew every year. When we need help with a project in an area where we don't know the alumni very well, we look first to those who have joined the association.

Our membership figures measure the appeal and the success of our alumni programs. Dues are at least one indication of alumni willingness to support what we're doing. We're all concerned about melding new graduates into the alumni program, and a membership organization provides a specific affiliation. They don't just become part of a great mass of alumni. Instead, they have said, "I want to be active and have my own identification in the total program."

Another advantage is that, when recent graduates purchase caps, gowns, and rings, they're much more receptive to spending $5 for dues while the pen is still hot and the giving is easy. The next year, when we ask them to pay the full fare of $12, we have about 25 percent of each graduating class to approach for renewal. This is a lot better market penetration than we have with any of our other classes.

Probably the most obvious benefit of a highly successful membership program is that it can lead to an association independent of the institution. The University of Wisconsin at Madison has long had an independent association as has the University of Michigan. The alumni association at Michigan State University has recently gone independent. If you consider independence a desirable objective, your dues-paying alumni can point the way.

To reap the benefits, your dues program must overcome three problems:

1. *Possible competition with the annual fund.* Some people believe that a dues program interferes with annual giving. I disagree. Instead, I'm convinced that people who join are more likely to make an annual contribution.

The main dues/annual giving problem is one of confusion among alumni. Some people think they become members of the alumni association by making an annual gift. Others think that they have donated to the institution when they pay dues. We do have to make it clear that dues strengthen the alumni program while gifts benefit other institutional programs.

2. *Possible competition with constituent association dues programs.* In our case, we solved the problem with the Unified Dues program, which I mentioned earlier. By writing one check, a graduate joins both the university association and any applicable constituent society.

3. *Definite competition in the mailbox.* A lot of university mail never gets opened because alumni think a fund-raising appeal is inside. To combat this tendency, we have to be creative, and nowhere should that creativity be more apparent than on the envelope. Try color, art, teaser copy—anything to get the graduate to open the envelope and read your message.

As you plan your program and develop your mailing strategy, try to offer a comprehensive benefit package—library privileges, alumni trips, low-cost theatre tickets, and so on.

But take it from me: While it helps to offer a benefits package of financial and social value, your strongest appeal for membership lies in your alumni's loyalty to your institution. You must win that loyalty—not from the calculating head, but from the heart. case

CASE Creative Communications illustration

3

activities

bringing 'em back

A backward look

BY RICHARD B. SEWALL

The theory and practice of alumni reunions is a subject in which lately I have been getting more and more interested. I might say that I have had my cynical moments. When I graduated from college, the idea of alumni reunions was repellent. I read with a grimace the first letter from our class secretary about getting the old gang together again in old Billville. The legend of the alumni reunion on the American scene had, historically, been none too savory, and I was deeply infected.

By the 1920s, the satire of men like Mencken, Sinclair Lewis, and Scott Fitzgerald had fixed it in the popular imagination, until it became a kind of symbol of all that was hypocritical and banal—a sorry spectacle of sentimentality, alcoholism, pretence: old age pretending to be middle-age; middle age pretending to be youth; everybody pretending that he was glad to see everybody else and that of course he remembered everybody's name; and everybody in despair taking to the bottle, the quickest way to overcome the general embarrassment.

There was the pretence of "loyalty" to the old school as the motive that brought one back—and not the prospects of a nice trip and a bibulous weekend and an escape from the wife and children. The typical reunion bill-of-fare on most campuses was made up largely (on the public side) of athletics; and for strictly inside stuff the midnight and ghostly fraternal doings. Then there was the inevitable and raucous class dinner, with incoherent speeches by good old Joe and good old Pete; with songs that started bravely but seldom survived the shouts and jeers of the more alcoholic brethren—or the drab truth that almost everybody had forgotten the words.

These were the barbaric days, orgiastic and wonderful in their own way; sometimes epic, even heroic. The roaring '20s had their own kind of heroes, for whom I have no little respect. But barbaric, in the main; and vulnerable. They weren't even honest orgies. Certainly they had very little to do with their academic origins and contexts.

To be sure, there were redeeming moments and islands of sanity here and there; old friendships were renewed and even new ones made—unexpected discoveries.

But, by and large, they were deeply, fundamentally unsatisfying, even (I very much suspect) to those who drank the deepest and shouted the loudest.

What was wrong? Why the sense that somehow it didn't come off? Why did the alumni reunion become the symbol of much that was hypocritical and vulgarian in American culture? What was the essence of our failure?

But enough about the abuses of the past—they are easy to ridicule, easy to overstate. We have improved. But I'm still not sure that we are entirely clear about the heart and essence of the thing. Or at the very least, I think it needs public statement.

Mencken, Lewis, Fitzgerald were wrong, of course—or only partly right. Typically, what they saw was the surface of things. What they missed was the pity of it; as satirists, they were not given to charity.

But, most important, what they missed was the idea that redeemed it: the idea behind all such functions, often obscured in the alcoholic haze, often poorly articulated or vulgarized out of recognition. Because two or three hundred men do not come two or three hundred miles every so often just to drink, or initiate, or sing the old songs, or slap the old backs, or see the purple warriors battle it out on Weston Field, or just for the trip and a vacation from their wives.

The birds come back, as Emily Dickinson wrote, *to take a backward look.* To take a look at what? They come to see (whether they put it this way or not) the image of themselves of 5, 10, 15, 20 years and more ago. They come to see themselves as they were in the days before they made the great commitments—to this or that profession or business, or community, or political party, or church, or club; to this or that kind of shoptalk and gossip that passes for conversation.

They come to look back to a time before the walls of life closed in on them, when they were free; when like lazy young Olympians they could hold life at arm's reach and regard it smilingly; when impressions, intuitions, ideas were free and fluid, came with lightning-like rapidity, demanding no immediate commitment, and were baited with none of the poison or partisanship; when for the last time, perhaps, they were whole men and not specialists or professionals, each grinding his special axe or making his special plea; when they were true amateurs of knowledge (even if they didn't know it then), fashioning, according to their own lights, often fumblingly (perhaps between supper and the movies) their notion of the good, the true, the beautiful, and fashioning it regardless of party, or creed, or coterie.

Here perhaps for the last time they were able to be detached, disinterested, dispassionate—or, such is the privilege of youth, as passionate as they chose, and no one would say them nay. Here was a time of free and open conversation, of ideas on the loose—even the immortal bull session—when there was no fear of treading on someone's toes; when a chap could

speak out without fear of losing his job, or his social standing, or his chances of re-election.

It wasn't an ideal world; I remember we did our share of time-serving, and intriguing, and back-biting, or just plain vegetating. But I never knew a professor to flunk a student, or a dean to fire him, for his opinions. Here was the nearest thing to a truly open and free arena most of us have ever known. After that, we had our ways to make—and our amateur standing was gone forever.

We come back, I think, to get a look at this again—to renew the dream of innocence which we have never quite given over, to remind ourselves what true conversation really is, to regain the sense of wholeness which in our grimly specialized lives we tend to lose, to savor the Olympian atmosphere once more.

Colleges and universities, including our own, either were too long blind to this or failed to provide means for its expression. There was no vision, and the whole thing dribbled away in a frivolity that satisfied no one.

An academic reunion should not only reunite—it should renew, remind, reinvigorate, recharge, rededicate. It should reunite in a way peculiar to itself—unavailable in any fraternal order or country club or wining-and-dining society, charming and heartwarming as such institutions can be.

It should remind us of a four-year experience we once had that subsumed everything that we have since met, led us to those Olympian heights from which we saw (for once in our lives) the panoramic view, and from which many of us have had to scuttle, often with unbecoming haste. It should remind us that once in our lives we ate immortal bread, we drank immortal wine. CASE

Richard B. Sewall, Williams College '29, retired in 1976 as professor of English at Yale University. "A Backward Look" was first published in the Spring 1958 Williams Newsletter.

Thoughts from the dais

On receiving an honorary award

BY SAMUEL C. FLORMAN

What am I doing here? Why am I seated on the dais in a hall where I have never been before, looking out over a dinner crowd of 400 people, not one of whom I had ever met when I arrived here an hour ago?

To my left sits a young woman, the wife of the president of the alumni association, and beyond her the president of the institute itself. Yes, this is a respected engineering college, that much I know, and we are present at the annual alumni banquet. To my right sits the wife of the other honoree. Ah, yes, the other honoree. I am here to receive an award of honor.

Four months ago the letter arrived:

> *Each year the Alumni Association of the [Stevens] Institute honors one or more outstanding leaders in science, engineering, or government by conferring upon those duly selected the Honor Award and Medal. . . . We would be pleased if you would allow us to bestow the Honor Award upon you this year. Presentation of the Award would be made at our Annual Alumni Banquet.*

Then came the follow-up telephone calls. Would I accept? Why, yes, with pleasure. Will my wife come with me? I'm sure she'd be delighted. Would I please send in a brief biography and a photo for the alumni newsletter? Of course. Is this the way you would like your name engraved on the medallion? Fine. One more question. Will you be willing to make a few remarks to the assembled guests? Just five or 10 minutes. Well, I guess so.

The weeks passed. All of a sudden it was yesterday and I was struggling to set down in writing a few words from the hundred speeches I had given in my head since the arrival of the invitation. I feel a fleeting panic, and quickly reach inside the breast pocket of my jacket. The folded papers are still there. My remarks. Will they be too long or too short, too ponderous, too flippant? What do these people expect?

Just an hour ago my wife, Judy, and I drove onto the campus, were greeted by a waiting escort, ushered into a large reception room, and handed drinks. The president and his wife came over to meet us, affable and solicitous. We talked about cats and the cost of higher education. Then there were other hands to shake, pleasantries to exchange, names to repeat and forget. Just before the designated dinner hour, the director of alumni affairs descended upon us, accompanied by a photographer and assistants. I found myself posing for pictures, smiling awkwardly into that middle distance somewhere between the eyes of my fellow posers and the eye of the camera. Then in a flurry of excitement the dignitaries were lined up, and we paraded—there is no other word for it—through the dining hall, amongst the assembled crowd, up onto the dais. I had barely sat down when

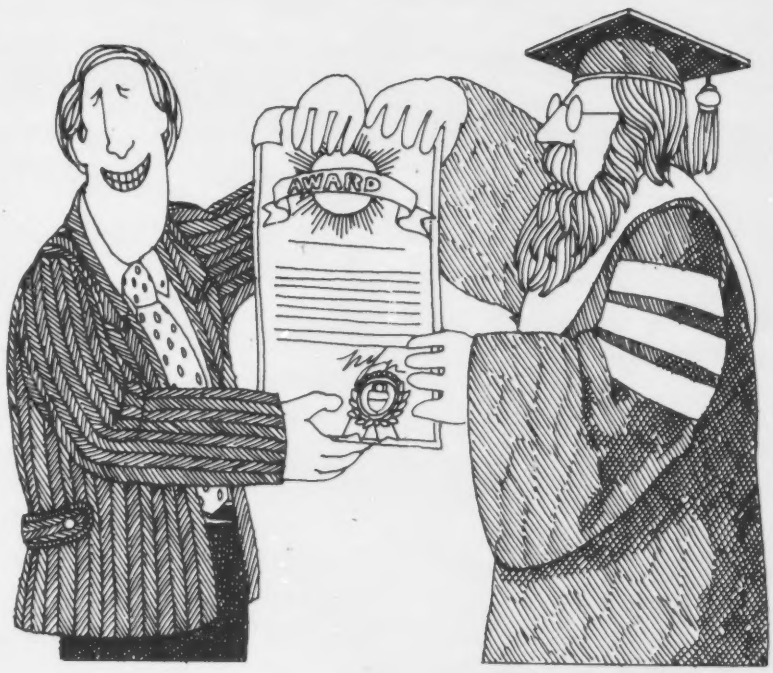
we were all on our feet singing "The Star-Spangled Banner." A clergyman gave an invocation, someone introduced each of us at the head table, and we were finally free to start in on the melon.

What am I doing here? I lean back and look down to the other end of the dais, catching Judy's eye. She smiles wanly as if to say, "Why aren't we home, or in a little French restaurant, or at the movies?" Then I see her in conversation with my fellow honoree, a distinguished engineer, vice president of a major oil company, with a list of degrees, honors, and inventions as long as the table. His wife, to my right, asks me about my children. She speaks with a graciousness compounded of executive-suite self-assurance and a delectable Louisiana accent. Her husband is an important man who has contributed much to our profession, and also happens to be a trustee of this institution. But why am I here?

I am here because I have written a couple of books and a bunch of articles which treat engineering from a "philosophical" point of view. Someone on the award selection committee must have read some of my work and liked it. Very nice. But—let us face facts—that is not the real reason.

To uncover the real reason we must start with the committee that plans this dinner each year and tries to make it a success. It is not easy to make much of an event out of an annual alumni banquet at an engineering college. Yet the committee must try, year after year. The alumni must be brought together for the sake of camaraderie, to help each other's careers, and most important, to ensure continuing loyalty and financial support for alma mater.

Imagine the hapless committee, charged with planning the evening, trying to add some interest to the program. Who can they invite? Consider for a moment the mathematics of the situation. There are more than 200 accredited engineering colleges, each one with its dinners, seminars, and other assorted festivities. That is just the beginning.



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There are engineering clubs in practically every city. There are about 50 national engineering societies, most with numerous committees and technical subdivisions, and all with local chapters across the country. The American Society of Civil Engineers alone, with only 70,000 members, supports more than 200 regional sections and branches, most with technical groups and committees of their own. There are at least 5,000 such engineering units in the nation, some of them meeting each month. There must be at least 10,000 engineering meetings each year, many of them featuring speakers, guests, moderators, panelists, and honorees. Now, consider that there are only one million engineers in the whole country, 100 per scheduled meeting. This means that, with an average of one speaker per event, any one engineer, over his 50-year career, stands a 50 percent chance of being called upon! And this does not even take into account all the charitable, religious, political, and social affairs in which engineers participate.

So the committee has a problem. The few famous engineers are overinvited, overhonored, and overexposed. And since most of the merely distinguished engineers are not exactly show-biz attractions, the committee's problem becomes more acute. I have been on such committees myself, and I know what they are like.

I begin to feel angry, realizing that I am here because of a timeworn, almost meaningless custom. Some member of the planning committee said, "Let's invite this guy who wrote a book," and everyone else thought, "Terrific! One less problem to worry about." I am a fund-raising gimmick, a necessary component of dinner, like the melon being removed and the steak being served.

The steak, as it turns out, is excellent, but I continue to brood. Soon dessert and coffee are served, and once again I check the papers in my pocket. But my time is not yet. Not nearly yet. The president of the alumni association is at the microphone making jovial remarks. Then the president of the institute

talks about rising costs, nearly balanced budgets, high morale, and firm resolve.

Now it is the time for the awards. But not mine. First the Fiftieth Anniversary Awards for members of the Class of 1926. Next an award for the past president of the alumni association. Then certificates of appreciation for six of the institute's trustees. The outpouring of praise and gratitude swells to a crescendo as the Alumni Award is given to a member of the Class of 1939 who has been in the institute's administration lo these many years.

Finally, the honor awards. The other honoree receives his first. Now I am standing, listening to the awards chairman tell all these strangers who I am, where I went to school . . . I am being handed a silver medallion, and I hear applause. It is time for my remarks.

I step up to the lectern, and haltingly begin to speak, about engineering, about what the profession means to those of us who are engineers, and what I think it means to mankind. I look out across the host of unfamiliar faces. They are politely attentive. One elderly man appears to be smiling, and—is it my imagination?—nods encouragingly. "You are among friends," I imagine him saying. "Anyone who cares for our profession is welcome in this place." Our profession. Of course. I am no stranger here.

Suddenly I am filled with a feeling of warm comradeship. The anger of a few minutes ago has vanished. So what if the proceedings are trite and a little ridiculous? We are here to express allegiance to our profession, our respect for learning, and our commitment to constructive works.

How else, after all, are we to demonstrate to each other our regard for shared values except through rituals such as this banquet? Of course the custom becomes stale. But would it be better if we had no banquets and awarded no prizes?

I have concluded my remarks, and my fellow engineers have applauded again. Thank you, my friends. We are standing, singing the school song. The words are printed in the banquet program, and by the second verse I find myself joining in.

Through years our paths may sever
And best of friends may part
We'll ne'er forget fond mem'ries
Treasured within the heart.

The moment is as ridiculous as the song, and as wonderful.

Florman, co-owner of Kriesler-Borg-Florman Construction Company, received the Stevens Honor Award at the October '76 Alumni Banquet.

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"A Night with the Aggies"

BY MARDELL C. PARRISH, *Associate Director of Alumni Relations*
Utah State University

The Utah State University Alumni Association, founded as an independent association in 1895, was for many years funded primarily by a mandatory $2.50 per student quarterly fee. In 1969, the president of the student body questioned the attorney general of Utah about the legality of the mandatory fee. Although the fee was not ruled illegal, its continued collection probably would have been challenged in court. Working with the university administration, association officials dissolved the alumni association and six months later reincorporated it within the administrative structure of the university. The alumni relations program is now funded by the university and by income from the association's $77,000 endowment.

In 1969, the association was serving approximately 3,000 lifetime members. When reestablished, it expanded its membership to include all former students. The newly appointed alumni director initiated "Operation Track Down" to locate former students. Within a year, the records of 33,000 alumni at 30,000 addresses were computerized. Today, 69,000 alumni at 53,000 addresses are on the association's active mailing list. Only 12 to 15 percent of the former students are now listed at old addresses, "lost," or inactive by request.

While the association's mailing list has increased from an Addressograph list of 3,000 to a computerized roster of more than 53,000, the association's budget has remained constant, due to tighter university budgets. In 1970 we gave up our costly full-color quarterly magazine for a monthly tabloid.

Today's alumni staff consists of the assistant to the president for university and alumni relations, the associate director, an association secretary, and 14 work-study students, each working 6 to 20 hours per week.

The alumni body is now predominantly young, approximately two-thirds of the members having graduated within the past 15 years. On the average, Utah State University alumni—teachers, farmers, foresters, rangers, humanities graduates—are not wealthy. Prior to 1969, the association's chapter activities (usually dinners related to athletic events) catered to the older attenders and reached fewer than one percent of the alumni body. Older alumni dominated the chapters. A typical dinner meeting in Los Angeles at $8-10 per plate was too expensive for a younger, not-so-well established graduate, especially when it involved driving an average of 40 miles and hiring a babysitter. Only in strong chapter areas did we attract 150 to 400 alumni.

"A NIGHT WITH THE AGGIES"

The goal of the reconstructed association was to reach all alumni through diversified programs; a new approach was clearly needed. The USU Alumni Council met several times to design many of the more than 40 programs the association now sponsors each year. By far the most comprehensive

program designed by the council, "A Night with the Aggies" was first staged at Box Elder High School in Brigham City, Utah. It was truly a family spectacular, attracting more than 2,100 alumni, high school students, community residents, and friends of USU. Participants attended the opening session and four out of five mini-programs offered during the evening. The program concluded with a cheerleader-songleader clinic.

Student hosts and hostesses for the evening were chosen for their leadership and involvement at Utah State University as well as for their previous involvement in Brigham City. The USU Aggiettes, cheerleaders, songleaders, and members of the Calico Performing Company met community residents at the door, gave them a ticket book for the various events, mini-concerts, and refreshments, and then accompanied them to the high school auditorium for the opening session.

At the opening session USU President Glen L. Taggart joined Alumni Association President William R. Stockdale in welcoming participants, introducing other university and community leaders, and outlining the evening's program. This was followed by a five-minute, three-screen, five projector, 480-slide multi-media introduction of USU and its alumni association.

Ticket books were used to divide the audience into groups of appropriate size for the repeated 20-minute performances and to maintain a proper flow to the refreshment areas.

Display boards sported photographs from the university archives portraying the history of USU and photographs of current student activities pointing to USU's future goals. College and departmental display boards and exhibits were also used.

A university information table was manned by the high school relations director, assisted by students. They distributed publications and answered questions about scholarships, grants, work-study opportunities, student government, and campus activities.

We served "Aggie ice cream cones," using ice cream made by the USU dairy science students on the Logan campus. And we gave out imprinted Aggie-blue helium balloons to the children—both young and old.

University officials and staff, student leaders, and selected professors greeted guests and answered questions.

Program choice was one of the highlights of the evening. Families could separate to allow fathers and sons to view the USU vs. University of Utah football film highlights and to speak with the USU football coaches and star players, etc. The USU basketball coach and team participated in later programs.

Performing Groups

The Aggiettes, USU's precision dance-drill team, performed eight of their routines. The Calico Performing Company, with a cast of 21, put on a talent show in the auditorium. The Jazz Ensemble, an 18-year-old tradition at USU, performed a 20-minute mini-concert.

Special Attractions

Aggie football films, shown by USU coaches and outstanding athletes, were followed by short speeches and a question-and-answer period.

"A Nostalgic Remembrance," a three-screen, five-projector, 584-slide, 16-minute presentation, was specifically created for the alumni association by William Cottle. The soundtrack contains no spoken words, only Aggie tunes sung by the USU Chorus.

Cheerleader and songleader clinics were conducted by the USU groups for all aspiring individuals from 5 years of age up. This has been one of the most successful parts of the program. Applications for cheerleader and songleader have increased sixfold at Utah State since the original program.

Program Advertising

The key to program success is advertising saturation of a community. This, we feel, is the reason for better attendance in smaller communities, despite greater numbers of alumni in the metropolitan areas. To publicize this year's program, we printed 40,000 tabloid newspapers with different headlines, lead paragraphs, and photo captions for each of this year's 13 alumni shows. We mailed tabloids directly to alumni and placed them in school and local newspapers. We also sent news releases and photographs to the local and daily newspapers and to the radio stations. Approximately 1,800 personal letters, along with posters and tabloids, went to clergy and principals of high schools, junior high schools, and elementary schools. We encouraged them to read the announcement to the applicable groups.

Alumni Involvement

We asked alumni to house touring students when possible. We found this is one of the strongest side effects of the tour. Alumni and students brought together for an evening search for common ground— Utah State University.

Program Evolution

Because of the expense of traveling, we had to leave behind parts of the program when traveling through Nevada, California, and Idaho. The USU Aggiettes, Calico Performing Company, and the cheerleaders and songleaders traveled in 1973-74. This year's programs featured the same four groups plus a very talented USU student entertainment company sponsored by the Church of Jesus Christ of Latter-Day Saints Student Association.

We hope to draw talent from many campus groups when we cast the program next year. Then we can repeat the new show in areas we've visited before.

Benefactor, Beneficiaries

The program has primarily been financed by the alumni association and the Associated Students, with the university's high school relations department furnishing the ice cream and some staff time. Many other departments benefit from the program, among them University Relations, University Development, Student Productions and, of course, the university administration. We hope that some of these other offices will help fund the program in the near future.

Program Results

The new program has increased yearly contacts twentyfold over the chapter programs, which reached only about one percent of the association's alumni. We also attract many parents, prospective students, children, and community residents. In 1973-74 more than 11,000 people attended one of the 19 "A Night with the Aggies" programs; our total costs were $7,035. In 1974-75, we attracted 18,260 people or a number equal to more than 34 percent of our alumni membership at a cost of $8,554.

USU feels the "A Night with the Aggies" program is a way for a small

alumni staff (3) with limited budget to reach a high percentage of alumni and make a quality contact. Neither enough staff time nor money is available at USU to reach a respectable percentage of our alumni through chapter organizations, and USU feels this program is a good addition where only limited chapter functions can be sponsored. cnse

Four ways to keep alumni programs going and growing

Take a good look at your alumni program this summer. Weed out tired ideas and give fresh ones a chance to grow. Our mail shows us that a little thoughtful analysis is what gives events a special flair or smoothes out tangles in an organization.

Maybe you need to cultivate a new program, to send a faithful standby branching in a new direction, or to get at the root of a problem. Here are some ideas from other campuses that may start you thinking.—CATHERINE GARIGAN, *Assistant Editor.*

Sore muscles, shared memories

Shared memories of good times and bad, of cheering crowds and shaving cream fights, of splintery benches and cold chairs on playing field sidelines, yes, even of the clogged drains in the shower room—these are some of the ties that bind a special group of University of Louisville alumni—its former athletes. And these binding ties draw nearly a third of them back to campus for one of the fastest growing and most successful events sponsored by the university's Office of Alumni Services: the Alumni Athletic Event.

Popularly dubbed The Old Timers' Game, the event brings our former athletes back to play football, baseball, or basketball. We invite all former lettermen, as well as former coaches, officials, team managers, trainers and scorekeepers, and we get all who return involved. The games are good, competitive fun, but their importance extends further than that. The University of Louisville and its alumni reap a threefold benefit:

First, the event brings alumni back to the campus. This is important because it engenders nostalgia. Although our campus has grown and changed significantly, many remaining landmarks offer fond memories.

Second, the games allow alumni to renew acquaintances with many old friends. A strong bond seems to develop among athletes, probably because of the strict training and schedules that accompany team sport.

Third, and perhaps most important, the games get alumni actively involved in a university event. The Old Timers' Game hinges on the involvement of alumni athletes, not of professional staff. The staff, of course, arranges the particulars, but all attention focuses on alumni.

Naturally, not all who return can actually play in the games, so we name "honorary coaches" who sit on the bench and offer expertise and advice. In the heat of the contest, they become as involved in the game as do the players. Basically we apply current intercollegiate rules, but we bend them slightly to accommodate our alumni. Pitchers, for example, are forbidden to throw fastballs.

We schedule an alumni game just before a varsity game. Each event helps promote the other. We give the alumni and their families complimentary tickets to the varsity game.

We introduce returning lettermen before the game or at halftime, and we present them with a U of L memento—a baseball cap, a branded souvenir bat, or a game jersey.

When we started planning the first alumni game, the university had no accurate records of the approximately 1,000 former lettermen from its 68 years of varsity sports. We got the athletes' names from alumni and past athletic directors and from coaches' records, Letterman's Club listings, and yearbooks. Most alumni were extremely cooperative, eager to talk about their playing days and former teammates.

We send a letter of invitation signed by the head coach, the director of alumni services, and an alumni volunteer, a former letterman whose name is familiar to the university community. We follow up with a reminder, and we personally telephone all the alumni two weeks before the event.

One week before the game, our office gives local media a complete list of the alumni and guests who will attend. We take care to include names of prominent people who will help advance our program. The University of Louisville's first two All-Americans, Charlie Tyra and Don Goldstein, attended our first alumni basketball game. Johnny Unitas, also a U of L alumnus, plans to attend our alumni football game next spring. Pee Wee Reese, although not a graduate of the university, is a Louisvillian and attends our alumni baseball game. As an executive with a local manufacturer of athletic equipment, Reese has helped develop our baseball program.

The Old Timers' Game series has identified and involved a special group not already served through our usual program. Its appeal as both a participant and a spectator event has made it especially successful for the university.—RON SAUNDERS, *Office of Alumni Services, University of Louisville.*

Go now, give later

True or false: Alumni who take part in alumni association tours increase their annual fund contributions more than do similar alumni who don't go on such tours. Based on experience here at Clemson, the answer is true.

To find that answer, though, required some detailed research. We took a close look at participants in three Clemson Alumni Association trips abroad. We compared the "before tour" and "after tour" giving records of these alumni and found a significant increase.

For comparative purposes, we

selected a control group of 200 non-touring alumni. Although we found that their unrestricted gifts to Clemson had increased, too, it was by not nearly as much.

From the Clemson computer, we got the annual giving record for each tourgoer. We found that 81 of the 87 traveling alumni were annual or semi-annual givers. Because of this, we selected as a control group 200 alumni, 180 of whom were annual or semi-annual givers. None had participated in alumni tours.

We asked the computer for information on tourgoers' giving for several years before the tour and for two or three years after (see chart). We did the same for members of the stay-at-home group. So inflation wouldn't cloud the picture, we used constant dollar comparisons. (We used the Consumer Price Index to make this adjustment.)

You'll see from the chart that the increase in tourgoers' average unrestricted gift in constant dollars was 130 percent for the tour to London, 83 percent for Spain, and 19 percent for Amsterdam. The average increase in constant dollars for all tourgoers was 45 percent.

Meanwhile, we found that the average gift of the control group had increased in a comparable period from $8.08 to $10.18 (constant dollars), an increase of 26 percent.

In short, the average tourgoers' giving increased almost twice as much as did the giving of those who didn't participate (45 compared to 26 percent).

We don't consider our research the "last word." For example, we didn't pair the control group to the touring group by age. We'd like to see more research. For example, right here at Clemson we hope to explore why there's such a great variation (19 percent to 130 percent) in the percentage of increase, depending on the particular tour. Did something "turn off" the Amsterdam participants? Or was it less likely that they would increase their giving level because it was already high?

If you've done research on the relationship of tourgoing to giving, let us hear from you. Together we may establish that there's a lot more payoff to alumni tours than good will alone.—MICHAEL ELLERBROCK, *Instructor, Department of Recreation and Park Administration, Clemson University. Assisting Ellerbrock in the research project were Pradeep Ganguly and Jeffrey P. McNeill.*

How alumni tours affect unrestricted giving

Group	Before Tour (average gift in constant dollars)	After Tour (average gift in constant dollars)	Percent Increase
Tour to London (41 alumni)	$13.90	$32.01	130
Tour to Spain (26 alumni)	$23.18	$42.33	83
Tour to Amsterdam (20 alumni)	$55.67	$66.43	19
All three tours (87 alumni)	$26.05	$37.85	45
Control group (200 alumni—no tour)	$ 8.08	$10.18	26

(Note: for the London trip, "before tour" was defined as the years 1970 through 1975 and "after tour" as 1976 and 1977. For the other two tours and for the control group, "before tour" was the years 1970 through 1974 and "after tour" was the years 1975 through 1977.)

Women's careers shift gears

Last hired, first fired. The old enemies—inflation and unemployment—gnaw away at the crop of better paying, more prestigious jobs harvested by women in the late '60s. In the face of these threats, women need practical skills more than ever. To meet this need, we at Boston University decided to go a step beyond the usual "self-awareness" program.

To offer down-to-earth, practical instruction to alumnae, the university's Alumni House created the Women's Conferences Program. The program helps both the at-home alumna considering a return to college or work and the alumna who is already a professional. It has served as a reference source for national alumni clubs and as a way of bringing our alumni programs to areas where none existed.

We picked five Massachusetts areas to launch the "University on Wheels" program for alumnae. We urged alumnae to join hometown steering committees that would survey alumnae to determine topics of interest.

One of the resulting conferences explored the options and challenges open to women. Another focused on women's legal rights. In some cases, women who are state legislators were the featured speakers. Bringing in successful women to conduct workshops helped attract alumnae to take part in future programs. Some volunteered to act as chairpersons, and alumnae who had never participated in alumni programs came out in large numbers.

The primary audience for the workshops has been alumnae and their friends living in the target areas. However, we did mail brochures to alumnae in other areas. In all we have contacted more than 9,000. We also advertised the conferences in local newspapers and radio stations, and invited community women to participate. At each conference there were a few non-alumnae who had heard about the conference through a friend or the media.

While we were preparing the University on Wheels program, we started a series of specialized, intensive conferences for career women to help them make the best use of their professional skills and talents. "Horizons: Exploring the Issues Facing Women Today and To-

morrow" was the first of these all-day campus seminars. It featured eight small workshops; each woman could attend three:

- Developing a Management Career;
- Combining Work Inside and Outside the Home;
- How Volunteerism Can Work for You;
- Shifting Gears: Being Aware of the Trauma of Change;
- So You're Not Sure What You Want;
- Using Your Education in Health Related Fields;
- Careers in Communications;
- Continuing Education: Selection and Application.

For career women in middle and top management we offered a series of specialized conferences led off by "Women in Management: Today and Tomorrow." These eight-hour intensive sessions focused on financial security, career advancement, new techniques of management, and problem solving.

An unexpected, highly constructive offshoot of the conferences was our internship program. As the conference program expanded, we needed more office workers but had no budget to pay them. At the same time, alumnae pointed out that women seeking to reenter the office world needed to brush up on their skills.

So we started an internship program to give alumnae 10-12 hours a week of practical office experience. It takes an intern about three months to develop managerial skills and ease herself and her family into the daily work routine.

After two years, the Women's Conferences Program is still refining its methods and adapting the programs to keep pace with the developing interests and needs of women. Even though we don't have "the answer," we think more and more alumnae are viewing their university as a lifetime resource. —ASPASIA LANGAS, *Boston University.*

Mini-phonathon: many benefits

A grand scale phonathon has become the keystone of many an institution's annual fund campaign. Because the overriding goal of such a phonathon is raising as much money as possible, callers try to cram a huge number of calls into the allotted time. These contacts with alumni have one conspicuous characteristic—their brevity.

At Florida International University we take a different approach. We hold monthly mini-phonathons to achieve a number of goals, only one of which is fund raising. We telephone alumni to:

- increase the number of dues-paying members of the Alumni Association;
- promote good will by letting our alumni have their say;
- inform alumni about our program and answer questions about the university;
- update addresses;
- promote events on campus;
- tell alumni about academic courses of special interest;
- remind alumni about university services they can use; and
- enlist volunteers for alumni association committees and activities.

To get the best results, we select our callers with care. The staff of the alumni office and the association's board of directors make most of the calls. Other people who communicate effectively with our alumni are those who have taken effective speaking courses, insurance salespeople, women in professional positions, bilingual university employees, and dedicated life members of the association.

Ours is a very low-cost program. We call our local alumni first in order to minimize costs, and we often call without mailing a notice in advance.

The alumni association and FIU's alumni reap many benefits from the mini-phonathons;

- So far, each campaign has brought the association more than 70 new members.
- We update hundreds of addresses during each one.
- Follow-up telephone calls from alumni pour into the alumni office.
- More alumni come to social, cultural, and educational events.
- We find a noticeable increase of teamwork and good will with our alumni.—FREDDIE DUKE HADDAD, *Director of Alumni Affairs, Florida International University.* CASE

A Dozen for Alumni

BY JACK B. CUMMINGS
Vice President for Alumni & University Relations, University of Redlands

Maybe there's nothing really new under the sun, but here are alumni program ideas from 12 California colleges and universities that bear looking into.

1. At the University of Redlands, we organized a pre-retirement planning conference. We had spent a lot of time planning programs for young alumni, but it dawned on us that we were doing little for those at the other end of the spectrum. We had good alumni participation in planning the conference. Topics included retirement preparation, physical and mental health, and spending time and money during retirement.

2. The Alumni Association at California State University, Los Angeles, developed a two-hour wills clinic, including a Lutheran Church (Missouri Synod) film on making a will. A CPA, an attorney, and a trust officer took part in a panel discussion, followed by a question and answer session.

3. Since 1971, California State University, Fresno has had a springtime tour of outstanding city homes. This gives alumni an opportunity to think about ideas in architecture, decorating, and landscaping for their own homes. It also gives the alumni association officers a chance to meet alumni. It's a popular and inexpensive program. The University is thinking of expanding the program to include several businesses operated by alumni.

4. Holy Names College, a Catholic women's college with fewer than 1,000

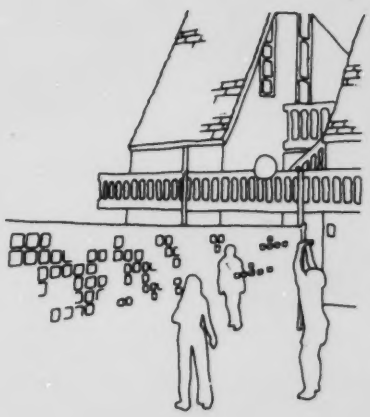
students and about 3,000 alumnae, sponsors family science excursions. A seaside trip to learn about tidepool life and a trip to an organic farm were two successful off-campus programs. Last year's science excursion concluded with a lamb barbecue plus games for the kids. About 100 alumnae and their family members attended. The program is both educational and promotional: Children of alumnae see that mother and dad are still interested in learning, and they also see Holy Names' campus.

5. Pomona College has three alumni service programs that may not be new to some institutions but might be to you. At the annual summer alumni college, alumni return to the classroom and dormitory for five days. The theme and professors change each year to provide variety. The maximum number is 50 adults, with a concurrent program for children of alumni.

The second program, "Focus: Pomona," is an intensive 26-hour experience for 50-75 invited guests. They include donors, potential donors, volunteers, and even people who have been dissatisfied with the college. The purpose is to talk about the "guts" of Pomona—especially controversial issues such as admissions and programs for minority students.

The third program at Pomona is "Choices," a weekend for women alumnae and students interested in discussing their roles in society. Part of the conference for the study of women's careers is funded by an anonymous alumnus.

6. The University of California at Berkeley's CASE award-winning "California Alumni Advocates" program stimulates public support for the university. The legislative arm of the alumni association, it backs legislation that could benefit the university, and opposes legislation that could harm the university and/or higher education in the state. Alumni Advocates is an independent tax-exempt organization that attempts to keep lawmakers at all levels of government informed about the university's many vital services.



7. The University of California at Riverside offers low-cost lodging to alumni of other colleges who visit Southern California in the summer. A family of four staying seven nights pays $3.72 per person per night. UCR sent brochures telling about facilities and prices to alumni offices of more than 100 colleges and universities west of the Mississippi. In its first year, the Lodge had 246 guests and made a net profit of around $1,000.

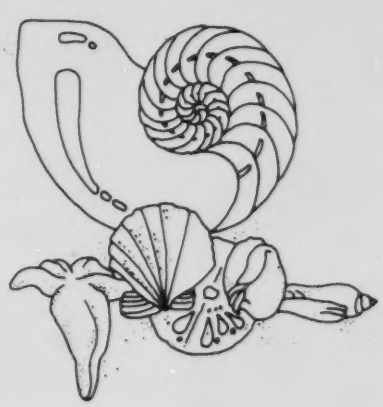
8. Loyola Marymount University in Los Angeles was one of 20 federally funded participants in a heart attack prevention program. Alumni between 35 and 57 who smoked and had high blood pressure participated in 45-minute tests to measure pulse and heart beat. The results told the alumnus whether he fell into a high-risk category. Those who did were invited to join a testing/rehabilitation program to lessen the risk of heart attacks. Over 200 alumni participated last year, but funding is uncertain for this year.

9. UCLA is doing vocational counseling with alumni who are interested in changing vocations or who need assistance as they begin continuing education programs. The association makes known to alumni the resources available on campus. "First Step Counseling" is a group session, with a maximum of 10 participants. The cost is $2.50 for members and $7.50 for nonmembers. UCLA is also establishing an Alumni Career Resources program to benefit students who are investigating a potential career. Alumni volunteers explain their occupations.

10 The University of California, San Diego makes available to young alumni and friends discounts on some courses, student rates for some campus programs, and special performances of plays with wine and cheese parties following. The university's young alumni are also allowed continued participation in intramural sports programs as well as use of some athletic facilities.

11. Whittier College has reactivated its baby bib give-away to new arrivals of alumni. These gifts bring favorable comment and good publicity.

12. Alumni of the University of San Diego, a Catholic institution, last year sponsored a workshop for faculty on how to obtain grants. Topics included: "How to find a home for a proposal" and "Mechanics and the cost of pro-



posal writing." This year a faculty committee will carry on the work.

A few years ago, the national trend was toward alumni programming in continuing education. Today the trend is toward admissions assistance and vocational counseling for students. I suspect we will see programs for older alumni as the "in thing" soon.

As you try and develop programming for your institution, spend some time thinking of your particular strengths and how these might be turned from traditional undergraduate or graduate programs to alumni programs.

If one of these programs would benefit your institution, use it. At the same time you are adding new programs, though, be sure to evaluate old ones and drop those that no longer work. Too many institutions maintain the status quo long after the quo has lost its status. CASE

Tennis, Everyone!

BY RON KIBBY
Director of Alumni and University Relations, University of Redlands

"Tennis, anyone?" is a familiar cry among tennis buffs. At the University of Redlands we have rephrased that invitation to create a new alumni event, "Tennis, Everyone!"

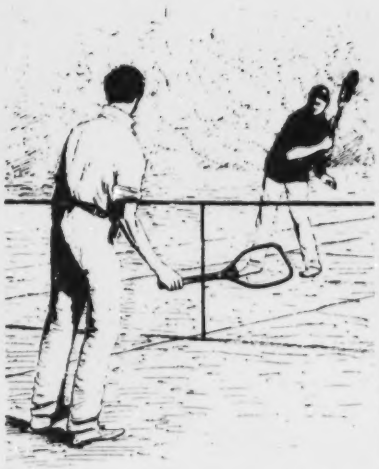
A combination of factors stirred our enthusiasm for an alumni tennis clinic. Foremost was the fact that tennis is now one of the nation's leading participation sports, especially in Southern California where more than 75 percent of our alumni live. In addition, the University of Redlands Bulldog tennis team is the number one small college team in the United States. It has won the National Association of Intercollegiate Athletics (NAIA) national team championship in nine of the past ten years.

The first alumni tennis clinic was held in March 1974, and the 150 openings were oversubscribed. The second clinic, in April 1975, was equally successful. The only disappointment was that rainy weather threatened both clinics, and actual attendance for each was under 100.

The first step in planning the 1974 clinic was to secure the support of tennis coach Jim Verdieck, then in his 29th year at Redlands and one of the most successful college tennis coaches in the United States. He responded with enthusiasm and agreed to enlist members of his team as instructors.

With Coach Verdieck's cooperation, we began to plan in earnest. We organized a three-member planning committee of nearby alumni who were avid players and supporters of the sport. Their suggestions set the framework for the one-day clinic, and we scheduled it for a Saturday.

We agreed that the instruction should include beginners as well as advanced players. "Tennis, Everyone!" was the opening line on the brochure announcing the event. Because of space limitations, we arbitrarily fixed a maximum reservation total of 150 players, for an average of 15 players in 10 groups.



CASE Creative Communications Art

As an added inducement, we encouraged participants to make it a family outing. We arranged supervised recreational activities for youngsters and non-tennis-playing adults. This proved to be particularly well-received, and many alumni said they were able to come only because they could bring their families.

Instructional sessions were scheduled for the morning with a buffet luncheon at noon. The afternoon included a low-pressure mini-tournament as well as a second instructional session for people who didn't enter the tournament. Coach Verdieck, who was responsible for the instructional sessions, provided each instructor with an outline of tennis fundamentals to follow. Participants were assigned to instructors on the basis of skill level.

Alumni received the mini-tournament with great enthusiasm. Because of limited space and time, only doubles matches were allowed. University of Redlands cups and T-shirts turned out to be the best "trophies" for tournament winners. First and second place awards were given for men, women, and mixed doubles in intermediate and advanced levels of play.

For the second annual tennis clinic, the steering committee suggested two changes. They recommended that Coach Verdieck invite alumni from his previous teams to play a series of exhibition doubles matches against members of the current team. The idea was to show the clinic participants good tennis players in action. This led to several spirited matches which delighted the spectators.

A second suggestion for 1975 was to include an appeal for contributions to a special tennis team travel fund. The fund was to be used in sending the defending champion Bulldogs to the NAIA tournament in Kansas City. Alumni contributed $400 to this fund.

The tennis clinic is a relatively low-cost activity. Costs for this year's clinic were just under $350, not including bulk rate postal charges for mailing the brochure. Had we charged a registration fee, it would have defrayed most of the expenses. As it was, participants paid only for the luncheon.

The greatest payoff of the alumni tennis clinics has been in good will. Alumni who had lost touch with the university have been drawn back to the campus from considerable distances. Many have found a renewed sense of identification with their alma mater.

Coach Verdieck and the Redlands tennis team set the stage for the 1976 alumni clinic in June when they captured the team's third consecutive NAIA national team championship. Soon we will be once more issuing an open invitation to alumni—"Tennis, Everyone!" CASE

Reunion ideas: something old, new, borrowed, and true

BY NANCY HARPER
Former Senior Editor
and JOCELYN BARTKEVICIUS
Former Editorial Assistant

If alumni directors were to rate their preferred tasks, they might put reunions low on the list. However, few doubt that reunions are important to individual alumni, the association, and the institution.

In an informal survey of more than 30 alumni directors, we discovered that most colleges or universities award gold pins to 50-year-alumni—but alumni directors are desperate for some fresher ideas.

The following suggestions—tried and true elsewhere—might be new to your campus and just the thing to enliven your next reunion.

The basics. Jack Riehl, alumni director at Walla Walla's Whitman College, writes that reunions (at least at a small college) should allow people to get together to "share a common past, rekindle the same spirit they once enjoyed, and to reestablish their link with the college." A good reunion program incorporates elements of all three.

Set aside time for "retelling old lies," he says, but remember that too much of this can be deadening. "A whole weekend of *Reader's Digest* Condensed Lives and drunkalogues is not too much fun."

To help alumni rekindle the same spirit they knew, Riehl tries to physically segregate each class or groups of classes, with separate activities and tours at different times and places. Such an approach helps the class view itself as a group of friends united and one that's distinct from the rest of the college community.

A link to the college. At Ohio Wesleyan, the two-person alumni staff provides a link by putting together a 12-course weekend alumni college as one part of the reunion. Current and emeriti professors teach academic courses and, with help from the development office and alumni bankers and lawyers, the alumni college offers a seminar on estate planning.

The alumni college has become so successful that OWU now holds an alumni college "Summer Week."

For classes returning at five-year intervals, the Ohio Wesleyan staff begins planning a full year ahead of the June reunions. In the autumn, on-campus workshops help class reunion officers make plans. Each officer receives a 35-page handbook outlining his or her responsibilities.

A special part of the Ohio Wesleyan reunion is the Junior Program, organized by education students. It includes separate educational and recreational activities and meals for alumni children.

Make it special. Instead of the normal cocktails/dinner/speeches fare at 50th year reunions, Marietta College alumni had a vintage treat. Phil Mazzara, public information department director, tells how class members went back, for an evening, to 1927. Two student interns researched the year for news, yearbook photos, anecdotes, movies, and fashions. Mazzara produced a slide show from their findings. During the social hour, alumni could watch five 1927 silent films and could listen to a faculty duo perform a medley of songs popular in that year.

Then each class member received a reproduction of the May 22, 1927 *New York Times* front page—Lindbergh's landing in Paris. Delivered to alumni in gift-wrapped cardboard tubes, the souvenirs cost $3 each, according to Mazzara. In fact, he said, the entire program cost little, and "made what is usually a boring evening great fun."

More on alumni colleges. Many institutions plan refresher courses for alumni. At Williams College, the accent is on "fresh" according to Thomas Bleezarde, alumni editor. Three professors taught this year's offerings—on the search for life on Mars, Ingmar Bergman's films, and the American-Soviet-Chinese triangle.

Alumni pay $15 per mini-course, or $40 for three, so that the Society of Alumni can pay each professor an honorarium. There is no charge for spouses.

A two-page spread in the spring *Williams Alumni Review* announces the Reunion Seminars, describes the courses, and lists suggested advance readings for each.

Lifelong learning. More and more alumni association administrators report a move away from reunions filled only with fun and games and toward an educational experience.

At Brigham Young University, E. C. ("Chip") Cannon took advantage of the trend by scheduling two reunions for the university's Education Week. Last year, 12,600 attended classes offered by more than 160 lecturers. Sponsored by the Division of Continuing Education, the four-day program drew alumni, students, and the public.

Attend to details. For example, assign each returning class a headquarters on campus. Or schedule plenty of time for audience questions after the president's speech on the state of the institution.

In 1976, 3,500 loyal Dartmouth alumni attended the early summer reunions. Dartmouth staggers the dates so all classes from a decade attend together. Several joint activities drew them all together, but other activities (cocktail parties, meals, and tours) were segregated by class. At least one session separated alumni by profession or interest.

In one program, alumni who graduated in 1932 formed a panel on "The World of 1932." Another program featured three Dartmouth professors talking about "Why I teach at Dartmouth." Classes held auctions, picnics, evening activities in tents, and watched "sights and sounds" presentations.

Use your resources. Have you a successful alumni author? Consider asking him or her to present a program at your next reunion.

That's just part of what Choate/Rosemary Hall did last year, says Ted Ayres, alumni director at the Wallingford, Connecticut independent school. Be-

gin with dynamic speeches by two alumni award winners. Add, says Ayres, "a student musical, sports, recitals, art shows, dance, ballet, and season it all with gin and bitters, and you have a lively and happy alumni weekend."

Pick and shovel work. It's your job to do it, if you hope to have a successful reunion. That's the advice of Robert H. Rice, executive director of the Georgia Tech National Alumni Association.

Reunions, he says, are planned by volunteers who recruit other volunteers to help organize and promote the event.

However, coordination is the responsibility of the alumni staff. So are reservations at hotels, direct mail, party plans and details, name tags, greeting people, getting football tickets, and supplying to the volunteers computer lists of all class members.

Football is the center of the fall reunion at Georgia Tech, but it does not fill the entire time. One attraction, "Intersect," is a public affairs program designed to stimulate discussion and provide information on current topics of interest. Nationally known speakers join local authorities and school officials in the half-day programs.

Keep them close. At Colby College, that means dormitory housing for returning alumni and their families. The after-graduation reunion allows for plenty of available rooms on campus and lots of attention by college officials. Room rates, by the way, are low enough to be an incentive to return: $5 per adult and $3 per child per night. Members of the 50th reunion class and the 50+ Club and their spouses may stay for free.

Other features of the Colby reunion are babysitting services until midnight each evening, separate children's programs, and a clam bake. Colby urges alumni artists, authors, and craftspersons to exhibit their work during the weekend.

Let them be with students. Many years ago, Purdue University reunions fell in the early summer. But now, alumni return to the campus during the last weekend in April for what they call Gala Week. This, says R. J. Rudolph, executive director of the Purdue Alumni Association, "gives us an opportunity to take advantage of the band, glee club, and military honor guards, and to be able to serve a 750-plate banquet with student help."

It also broadens the base of the reunion program. An important reunion activity is the Grand Prix, a go-cart auto race witnessed by over 10,000 people. The three-day carnival gives alumni the chance to be involved in many student activities.

History on display. That's one part of the "good old days" at Willamette University reunions. Other projects are an old-fashioned ice cream social and band concert, and a "Reminiscing Bee" with emeriti professors.

For several years, according to Teresa Hudkins, assistant director of admissions and former director of alumni relations, reunion name tags have included blown-up graduation yearbook photos for each alumnus/a.

The Golden Circle. It's a special part of the reunion festivities for 50-year alumni of Guilford College. Inducted into the circle by the alumni association president, each new member receives a 50-year pin.

But that's not all. The Golden Circle enjoys its own (invited guests only) luncheon. Karen M. Reehling, assistant director of the Loyalty Fund and former assistant director of alumni affairs, says they appreciate "being specially honored with a private function."

Situated in the center of a popular artist community, Guilford sponsors an arts and crafts fair for Alumni Day/Parents Weekend.

Special challenges. Chaminade University of Honolulu is a young institution with only 18 graduating classes totalling about 3,000 alumni. And that's only part of the challenge: Over half the alumni do not live in the Hawaiian Islands.

But many of the 1,000 Chaminade alumni living on Oahu enjoyed the most successful alumni event so far: "Remember When Night." Patrick G. O'Malley, director of development and public relations, says that Chaminade's reunions must fall at the same time as a larger alumni event.

Help your volunteers. The University of Michigan Alumni Association does it with workshops for reunion committee members and with a handbook, *Getting Together to See Who's Falling Apart*. In it, leaders find an updated motel/hotel list for the Ann Arbor area, an explanation of services available for reunion planning, and a checklist for reunion chairmen.

The chairmen begin one year in advance and take the committee through each step in the plans.

Young alumni. You can help ease them into active participation by making reunions easier financially, according to Colette Seiple, executive director of the California Alumni Association, University of California, Berkeley. She suggests joint class reunions in which graduates of three successive years meet together. The financial burden is spread thereby over several classes, she says, and turnout improves.

At Berkeley, the alumni association helps all of its classes by supplying two free sets of labels per year for those planning reunions. In addition, reunion committees may use (at cost) the association's third-class mailing permit. The association staff helps them plan, design, and print promotional materials. The association covers expenses of pre-Big Game appearances of the California Marching Band, yell leaders, pom-pom squad, and singing groups at each reunion.

Special rates. Follow the lead of Bowling Green State University and others and arrange for returning alumni a package deal at a local motel. Larry J. Weiss, director of alumni activities, explains that for about $25 an alumnus/a is guaranteed a single room for one night, a Sunday morning breakfast, and admission to the Saturday evening cocktail party.

These rates were set up especially for last year's first-ever Recent Grad Reunion. Graduates of the previous nine years' classes (1967 to '75) and their friends met in February for seminars, sports, and social activities. (Because of severe winter weather, Weiss is considering a May date in the future.)

Members of 10-year and older reunion classes meet in October at homecoming celebrations.

Souvenirs, anyone? Take a tip from the Howard University Department of Alumni Affairs and prepare souvenir booklets for each graduate attending reunions. In it, alumni find group pic-

tures of their classmates – taken during their student days.

Brenda Lawson Brown, director, has some other special touches. Her staff not only arranges cheaper hotel rates for visiting alumni, but also plans activities at that hotel for their convenience.

She stresses the importance of the small touches, such as providing a hospitality area with coffee, juices, and pastries, and adding festive decorations for the All Classes Reunion Luncheon.

Unite friends and attract more alumni to reunions by letting people know who'll be there. At Davidson College, each letter after the first reunion notice contains a list of those joining the festivities (don't forget maiden names in any class list). That's advice from Zachary F. Long, Jr., Director of Alumni Relations, DC, Davidson, NC 28036. He also suggests that you schedule telethons about eight weeks before class reunions.

Geographically isolated? Consider providing free transportation to alumni between the campus and motels, bus and train stations, and the airport. It's a small thing, says Monica Porter, secretary to classes for the Iowa State University Alumni Association, but appreciated – especially by older alumni.

To help increase attendance, the association sends complete lists of all class member names and current addresses to each person in 25-plus classes. The lists are single-spaced and duplicated on both sides of the paper.

Major undertaking. Reed College is a small institution with relatively few alumni and a two-person alumni staff. But Florence W. Lehman, alumni director, and her secretary manage to plan and direct four reunions annually – for the 50th, 25th, and 10th anniversaries, and a joint one for the 38th-40th.

For all but the 50th year graduates, alumni complete a one-page questionnaire, sent out in the first promotion along with names and addresses of class members. The returned forms help update alumni records and fit into loose-leaf binders circulated at the reunion.

Lehman produces a special souvenir for the honored 50-year graduates – a printed and bound book containing autobiographies of each class member. Often, she says, energetic volunteers research and write biographies of deceased classmates. The result? For about $1 a copy, all members of the 50-year class receive a record of their friends. (It's mailed to those not attending the reunion.)

A friendly touch is added to the printed class letters announcing the gathering: Committee members write personalized postscripts on each letter.

Reunion spirit. Once you get a group back to alma mater for a reunion, don't let its enthusiasm wane. Channel that spirit right back into your institution. Deans could host serious discussions asking for input on curricula or faculty. If the reunion party is a constituent group, you have an ideal chance to seek sponsorship and suggest candidates for a chaired professorship in that department.

And don't hesitate to recruit members of an alumni group when your institution needs professional help. Law, engineering, or architectural graduates, for example, all have special skills they may be willing to offer. CASE

The Young Alumnus – An Enduring Strength

BY HAROLD G. LYNCH
Alumni Director, Springfield College

Paradoxically, while we are in the midst of a nostalgia kick, statistics reveal a great increase in the number of young alumni on most university rolls and a growing discontent with traditional alumni programs.

A survey of a number of colleges and universities, however, shows encouraging progress in planning programs for young alumni, the men and women who have graduated within the past ten years.

A report from one New England University discloses that 43 percent of its 44,000 alumni fall within the last ten graduating classes. Its young alumni body totals an impressive 18,500. High priority concern for a young alumnus program was imperative. The Alumni Office at this university realized that, second only to an effective undergraduate program, young alumni are "where it's at."

With an eye on tomorrow, the university has based its young alumni thrust on an undergraduate club. "People to People – Students to Alumni." Fifty undergraduates form the core of this group, but the students hope to attract 300. The goal? Quite simply, student-alumni (specifically young alumni) communications.

The People to People program has included alumni chapter visitations with students as speakers or panelists, the organization of three alumni clubs in the state, homecoming and reunion events designed to attract young alumni, the addition of a coordinator for young alumni giving to the Alumni Fund Committee, a Spring Weekend for young alumni, and the distribution of the "Young Alumni Care Pak" to all members of the graduating class. The pak includes a "Welcome Aboard" message from Alumni Association officers, job placement information, sports schedules, change-of-address cards, listing of alumni clubs, and a small gift from the Alumni Office.

A smaller institution in New England has had encouraging success with a student speakers' bureau. Organized by the Alumni Office with the cooperation of various campus departments, the bureau is composed of students who make themselves available as speakers for civic groups, alumni chapters, and service clubs. The Alumni Office publishes an annual brochure and distributes it to a selected mailing list. The brochure has a biography and photograph of each student and includes the title and description of his or her topic.

Before embarking on a young alumni program at Springfield, we conducted a survey among recent graduates to discover how the average alumnus felt about the college. We asked such questions as, "Would you encourage your son or daughter to apply?" "Do you plan to support the college through the Alumni Fund?" "Will you recruit students for the college?" We also provided space for written comments.

Another survey concerned attendance at reunions and homecomings,

and an assessment of alumni publications. We asked questions about the value of the graduate's education. Again, that gave alumni an opportunity to suggest the types of programs that appealed to them.

Following these two surveys, the Alumni Council appointed a Young Alumnus Committee. The committee, now in its fourth year, developed an innovative program which has resulted in these young alumni activities:

The Young Alumnus Award, presented annually for service to the college, service to the community, and professional achievement.

The Cape Cod Clambake, a midsummer event on Cape Cod, planned and organized by young alumni for alumni of all ages. The first program in 1974 drew over 200 participants, most of whom were young. In 1975, space limitations forced us to set a limit of 175. This figure was reached six weeks before the event.

The Young Alumnus Newsletter, written by and for young alumni and published three times a year.

The Fall Homecoming Special, a social hour for young alumni sponsored by the Alumni Office for the past three years. Attendance has increased annually, and those who participate have become active in homecoming programs.

Regional Admissions Program, perhaps the most dramatic result of our emphasis on young alumni. The college assigned a member of the class of 1969 to serve as alumni admissions liaison director. Under his leadership, 20 alumni regional admissions committees have been organized in key areas of the nation. Twelve of these committees are chaired by young alumni, while all committees include many ten-year graduates.

Alumni-In-Residence, in conjunction with our Career Planning and Placement Office. Six young alumni, representing different professions, spend three days on campus in the spring as guests of the college. They attend classes, visit the snack bar, eat with students, and make themselves available to talk about career planning or other topics.

Commencement Dinner Multi-Media Presentation, what you might call "pre-alumni development." The feature of commencement dinner programs at Springfield for the last few years has been a multi-media presentation, involving color slides, films, narration, and music. This 35-minute production, written and produced by the alumni director in conjunction with a senior class committee, portrays the life and times of the graduating class. A senior narrates it. Attendance at these dinners averages about 1,200. (For the past two years, the fifth reunion class has featured a rerun of these productions at its reunion dinner.)

Our chapter program has doubled in number to 38; these chapters report an increase in young alumni attendance. In many cases, chapter presidents are ten-year graduates. A great number of young graduates serve on alumni committees, telethons, and the Alumni Council itself. The 1975 candidates for election to the Board of Trustees as alumni trustee are a woman from the Class of 1963 and a man who graduated in 1970.

One of the teenagers in the book, *Summer of '42*, said something that seems to describe the Springfield story: "Life is made up of small comings and goings, and for everything we take with us, there is something we leave behind." cnse

Young Alumni Are Never Too Young

BY BOB SNYDER
Product Editor
Consumer Electronics Product News

Some say they are impossible to find, hard to organize, and difficult to motivate. They can't afford to give much money. For alumni directors, they can be a problem.

They are recent graduates—young alumni—and they are often set aside, as a group, to mature.

At St. Lawrence University, young alumni play an active role in university projects. For example, Bob Snyder, a 1974 St. Lawrence graduate, volunteered to write an article urging other recent graduates to become involved. Editor Thurlow Cannon liked the idea and printed the following suggestions in the St. Lawrence Bulletin.

Young alumni often ask what they can do to help their alma mater. Typically, they feel they cannot make significant contributions, financial or otherwise, because they are involved in launching careers. There are, however, many traditional as well as nontraditional ways in which young alumni can actively help their colleges. Most of these ways have little to do with age or finances.

A young alumnus has to be *imaginative, thoughtful, and energetic:* imaginative because there are no pat answers on how an individual can best plug into the university's needs; thoughtful because too many opportunities for important contributions pass by unnoticed; and energetic because nothing succeeds without enthusiasm.

Why young alumni? Because we are closer to the university experience and its problems than older alumni, yet far enough removed to give us a better perspective than current undergraduates. We're not in positions to make major financial commitments, as are many older alumni, but we're in better positions to donate our time and energies. And most of us have strong views on the successes and failures of our education and would like to feed these views back into the university system.

How do you get involved?

1. Above all else, plug into your local alumni club. Administrators or faculty members looking for young alumni volunteers will turn first to local club presidents. "Who in your area best knows the banking business for an area career conference for our students?"

2. Keep your placement file up to date. If the admissions office, for instance, needs someone to talk to a prospective student about opportunities in geology at the university, chances are that the counselor will refer to your file in the career counseling office.

Your file should include more than your resume from graduation—it should be kept current, and it should include your latest civic and business interests. In fact, it is in the area of careers and guidance that young alumni can make the greatest contributions. Students need a touch of the real world, and young alumni should serve as the university's liaison between the working

world and the academic world.

3. Write to people on campus about your experiences—good or bad. Write to the career counseling office, to the dean, to your favorite professor, or to the campus newspaper.

4. Are you in a position to sponsor a career-oriented interterm or summer program? Can you persuade your employer that such internships help the company as well as the university?

5. Keep in touch with the placement office if you know of any job openings that might interest graduating seniors.

6. Express an interest. Don't sit back and expect to be drafted. Those chosen first are always the volunteers. Let your local alumni club know that you are available. Let the alumni secretary know that you are willing. Better yet, suggest some ways that you could help.

7. Read the alumni magazine regularly. It's your main source of information on current campus news, alumni projects, and special events.

8. Make a yearly donation. No one expects young alumni to give major gifts, but your gift is important. Foundations often use the percentage of alumni donors as a barometer of their own gifts to the university. At St. Lawrence, for example, the fine participation of recent graduating classes helped increase the percentage of alumni donors from 51.3 in 1974 to 55.8 in 1975.

9. Help admissions by recommending good students to the alma mater. One-third of prospective St. Lawrence students hear about the university from its alumni. The better our pool of applicants, the stronger the student body. Have you read in your local paper about an award-winning scholar or scholar-athlete? Why not let the admissions office know?

10. Remember that the university's capital campaign is a bid for a brighter future. While every annual gift is important to the goal, you may know of somebody who can make a capital gift. Do you know of an individual or foundation interested in funding a Native American program, for example, or an environmental studies program?

11. Work on telethons. It's tough work canvassing all the alumni, but it's worth it. You'll get personal satisfaction, and the university benefits.

12. Keep an eye on the type of publicity other colleges are getting. Is there a similar opportunity for your alma mater? Is your local paper or magazine doing a series on private colleges, for instance, or on any subject of interest to the university? Let the public relations office know about these stories.

13. Keep the university prominently in your own biographies. The more people who become aware of the university, the better its chances are for major editorial coverage.

These are just a few suggestions for young alumni. Simple though they may be, they could become a major strength of the university.

Observers predict that many independent colleges face extinction in the years ahead. The continued existence of many will depend to a large extent on the support of their alumni. CASE

Add color to reunions

BY LEE HARLAN
Director of Alumni Relations
Pomona College

Even the smallest college can turn up a large crowd once a year for an alumni day and class reunion. Over 1,200 alumni and their families attend Pomona College Alumni Day, although our mailing list is under 15,000. The excitement generated will last a good part of the year in the minds of those who attend. It also forms the basis for an effective fund-raising effort.

We plan and organize Alumni Day in the traditional way. We use a large volunteer committee to design and implement activities. We also use large reunion committees to work on their class plans. By the time the day is over, nearly 300 alumni will have taken part in planning their program.

We have discovered a few things which may help you plan such a day.

• *Encourage socializing.* Almost all of those who attend Alumni Day are in reunion classes, and their main interest is in seeing one another. Events such as luncheons and walk-through exhibits encourage socializing; performances in auditoriums and educational lectures discourage it and are not well attended.

• *Get faculty in on it.* Faculty members and alumni enjoy seeing one another. We encourage reunion committees to invite faculty to at least one reunion activity. We give them an address list of all current faculty members, all those who taught at least 10 years but are no longer here, and the spouses of those who are deceased.

• *Take group photos.* We take photographs of each class and put them into our quarterly magazine together with the names of all who attend. From the editor's point of view, those group shots may not be exciting, but the alumni appreciate them. The pictures provide another incentive to attend future reunions.

• *Get them near campus.* More and more returning Pomona alumni want to spend the weekend. That means setting up welcome and information centers in our city's 300-unit motel and reserving most of the rooms over a year ahead. If the college were not in session on Alumni Day (ours is in April), we would prefer to use dormitory space to add to the excitement of the return.

• *Get them on campus.* The more reunion events that take place on campus, the better. We're lucky in that we can handle 11 separate class reunion luncheons in private dining areas. But if we couldn't, we would probably try to have everyone eat together on campus. Class dinners also are usually on campus or, if they are held in local homes, the groups have cocktails on campus. We also have an informal punch, beer, and pretzel party for everyone in the late afternoon on campus.

• *Lionize the 25th and 50th.* We go overboard for the 25th and 50th class reunions. For the 50th reunion, we ar-

range a fancy souvenir program and private reception at the president's home late Saturday afternoon. For the 25th, a Sunday morning brunch at the president's house concludes their weekend.

• *Color your event.* We try to think up one thing that will provide "color" for the day. Launching large, manned hot air balloons was successful for two years. We have also used a double-decker English bus for campus tours several times. As part of the national Bicentennial celebration in 1976, we staged the Battle of Lexington and Concord. One year we gave alumnus Kris Kristofferson an honorary degree on Alumni Day and pulled in Johnny Cash and Rita Coolidge in the process.

• *Honor Alumni.* Honorary degrees are a more or less regular feature of Alumni Day for us. Why not honor alumni before their peers in this way rather than at commencement when very few classmates are in attendance?

• *Emphasize nostalgia.* We heighten nostalgia for the reunion classes in a very simple but effective way. Generally, there are 12 class dinners going on simultaneously. The college quartet drops in unannounced on each one of these dinners, sings two nostalgic songs, and disappears into the night for the next dinner. Paying the singers $5 per appearance encourages them to get to each dinner. The first year we did it, our office got a flood of Monday morning calls thanking us and telling us of the tears that the old songs brought.

• *Capitalize on nostalgia.* There are at least two ways of converting the Alumni Day nostalgia into tangible gifts from alumni to the college. One is the class gift, used very effectively by many schools. The other is to take advantage of the warm afterglow of Alumni Day and reunion to make the closing call on potential major donors who have attended.

The program does cost money. Our net budget this year is $4,500 or just under $4 per person. Fifty percent of that goes to publicity, 20 percent to labor, 15 percent to "color," and 15 percent to the extras for the 25th and 50th reunions.

Over a five-year cycle, between one third and one half of our alumni will attend Alumni Day, making it well worth our effort. case

Think young!

Program ideas to win a prime alumni market

BY GLADYS GOTTLIEB
Contributing Editor

The post World War II babies who went to college in record numbers now swell the ranks of young alumni. Generally the young alumnus is anyone out of college for up to 15 years or anyone under 35 years old. However defined, this group constitutes a whopping segment of living alumni, as much as half at some institutions.

Capturing this important market poses an intrinsic problem: how to foster warm personal ties in the face of such numbers.

Large institutions meet the challenge by setting up special groups for young alumni. Smaller institutions follow a less structured approach. In all cases, good programs derive from the natural strengths of the institution, whether of size, location, or other characteristics.

Here are reports from several institutions with young alumni programs.

Wake Forest University

We are small enough to use the rifle rather than the shotgun approach in our programs. With fewer than 25,000 living alumni and an enrollment of under 3,000 at our undergraduate college, we emphasize quality of involvement over volume of participants.

Our young alumni program begins with students. Graduates will not respond to appeals of an alumni office that they barely heard of while they were still on campus. Our aim is to achieve maximum visibility in ways that express our interest in students and bring them into our operation. Thanks to our size, we are able to involve a large segment of undergraduates. Here are some ideas:

• *Use student workers.* We employ as many students as our budget and the federal government's work-study program allow. This gives us a small core of volunteers and a sounding board for new ideas.

• *Enlist undergraduates as volunteers.* We use a large number of volunteers as hosts and hostesses at many of our fund-raising and social events. Everyone benefits. Students meet our most active alumni, who are excellent models, and also get a chance to make useful contacts for future employment. Alumni see our best students and judge the university accordingly.

• *Involve students in phonathons.* We use 150-170 students in our national phonathons. They do well as callers, but more important, they bring an infectious enthusiasm to the hundreds of alumni engaged in the campaign. And they talk about the phonathon with fellow students. We set up a thermometer in the student cafeteria to mark campaign progress. Corny as it is, this device builds the students' interest and accustoms them to the idea of alumni giving.

• *Show "disinterested" concern.* We sponsor *The Graduate* program along with a local bank. As part of the program, we distribute a welcome kit to freshmen when they arrive on campus and a magazine with practical tips on down-to-earth subjects to graduating seniors.

• *Support student efforts.* Small services send the same message of interest with no strings attached. Alumni staff members act as fraternity advisors and offer help to fraternities and sororities with their alumni programs. We've also led a minor fund drive for a women's residence hall and helped raise $35,000 for the student radio station.

• *Plan events students enjoy.* We sponsored a dance marathon in our last capital campaign and drew 800 students for a night of dancing, games, parties, and fund raising.

• *Include students in development groups.* In the past few years, we have increased student involvement in our Board of Visitors and Parents' Council. This exposure makes them aware of the university's development needs.

• *Publicize the alumni program in*

campus media. We do heavy promotion in the student newspaper and the student radio station to drive home the idea that after graduation they'll be part of a first-rate alumni program.

After commencement, graduates are full-fledged members of the alumni association. We encourage their immediate and full participation and make no distinctions based on age.

If you schedule activities with particular appeal to young alumni, they'll join in. You might try these approaches:

• *Build on athletic events.* We hold receptions at Graylyn Estate, just off the campus, after each home football game. Average attendance is over 1,000; the average age is 25 or 26. We do no fund raising at these social functions. Also, our young alumni workshops prior to our basketball games have been tremendously successful.

• *Tailor travel programs to specific circumstances.* We direct our travel programs to young alumni as well as older ones. This has been unusually successful, due largely to Wake Forest's move to Winston-Salem in 1956. A number of graduates from the "new" campus settled into good positions in the prosperous local community and have the means to travel, as many young alumni do not. For those with smaller budgets, we offer low-cost trips like a recent one to the Smithsonian in Washington. It featured a meeting with alumni who are members of Congress. About 140 alumni participated. Older alumni underwrote some of the costs to keep the package price down.

• *Make phonathons exciting, fun-filled events.* We involved over 500 alumni, the majority recent graduates, in our national phonathon last year. For us, these are major social as well as fund-raising events. Afterward, we throw a huge celebration at Graylyn Estate. Last year this event drew large numbers of alumni back to the campus and raised more than $125,000 for the college.

• *Give young alumni responsibilities in the annual fund.* Our annual drive involves over 1,100 alumni as class chairmen and class agents. Two-thirds are graduates of the past 10 years.

• *Aim high.* In line with our policy of treating young alumni like the rest, we challenge them to give as much as they can as soon as they can. To secure the largest possible gifts, we depend on gift clubs. Our $100 club has 56 members who are young alumni, and the President's Club, at the $10,000 level, has three. Their example puts us in a position to ask other young alumni to give generously, too.

• *Solicit early.* In 1970 we ended the practice of not soliciting alumni for the first five years out of school. Before 1970, as a rule, fewer than 10 percent of our alumni were giving in the sixth year out of school. The overall gift rate was under 20 percent. When, in 1970, we switched from a regional to a class agent system and began soliciting each class the year after graduation, the overall participation rate climbed to almost 40 percent in 1975. Figures from the 1977 campaign vindicate early solicitation: The participation rate for the class of 1976 was nine percent; 1975, 13 percent; 1974, 18 percent; 1972, 35 percent; 1970 (for whom this would be the first solicitation under the old system), 45.6 percent. If we had waited five years, I doubt we'd have attained this level.

• *Express appreciation publicly.* Finally, we make an effort to include young alumni in recognition programs. The alumni magazine has often featured young alumni and even students in its personality profiles, and the university's distinguished alumnus award has been going to younger and younger participants.—G. WILLIAM JOYNER, JR. *Vice President for Development*

The University of Maryland

About half of our 150,000 living alumni have graduated within the past 10 years. To draw our young alumni closer, the alumni association created a club for them in 1974. All who attended the university within the past 10 years or who are under 35 are eligible for membership.

Educational events have been most popular in the wide-ranging program, which includes socializing and service opportunities. These are some recent programs that might work for you:

• *Schedule seminars on financial planning.* Ours covered income tax preparation, borrowing, investing, estate planning, insurance, and auto maintenance and repair. Each year we have a different theme.

• *Arrange legislative briefings.* The president of the Maryland State Senate discussed key issues with us after our walking tour of Annapolis, a historic and picturesque city. Legislative receptions have become an annual event.

• *Offer career information.* Young alumni discussed requirements for various careers on a one-to-one basis with some 250 undergraduates and graduates, another regular program.

• *Encourage interest in public affairs.* We set up a meeting with the Maryland Congressional delegation on Capitol Hill and a seminar and reception at the Polish Embassy.

• *Make the most of local resources.* Our members enjoyed a skiing trip in Pennsylvania, an excursion cruise on the Potomac, and a wine tasting party.—JOAN PATTERSON, *Coordinator, and* RICHARD H. OWENS, *Assistant to the Director of Alumni Affairs, The University of Maryland Alumni Association*

University of Redlands

When I discovered that our young alumni were under-involved with the university, except for informal social contact with fellow alumni, I began meeting quarterly with a core group of them who were energetic and interested. Here are some of the ideas we came up with that have had good results. Perhaps you'd want to try them:

• *Start an awards program.* We developed an awards program that recognized professional achievement, community service, and service to the university by graduates of the past 10 years. These awards, two each year, are presented at the Alumni Day banquet, right along with the honorary doctorates and the distinguished service awards. This not only brings out larger numbers of young alumni to see a contemporary honored but also inspires respect among older alumni. Attendance at the dinner exposes young alumni to the spirit that develops, akin to reunion feelings. Our alumni publication features profiles of awards recipients.

• *Plan special events.* Our program emphasizes activities with particular appeal to young alumni. These have included attendance at a World Team Tennis match after a cocktail party with the tennis professionals and our championship team; a Marvin Hamlisch concert and picnic at the Hollywood Bowl; and a wine and cheese reception prior to the Homecoming game.

• *Encourage financial support.* We broadened the young alumni committee by adding permanent class representatives from the 10 latest classes, and

Creative Communication/Alumni Package

then we involved the committee as advisors on annual giving. This has produced a gift club at the $25 level, which we hope will establish early giving patterns.—MERILYN H. BONNEY, *Director, Alumni Relations*

Here are brief reports from other campuses:

Randolph-Macon Woman's College

We encourage recent graduates to participate in chapter activities and make a special effort to keep up with our mobile young alumnae. As we learn of a move, we send a note to the chapter president alerting her to the new arrival and a card to the alumna urging her to get in touch with the chapter president and attend the next meeting.

We identify young alumnae as speakers for career symposia on campus and at chapter meetings. They also serve as advisors to students.

To develop future active young alumnae, the association board last spring organized Student-Alumnae Group Endeavor (SAGE). Students and alumnae work together on international student programs, financial development, and public relations, forming relationships that cross age lines.

Springfield College

Our strongest young alumni programs are a winter weekend at Lake Placid and a summer clambake on Cape Cod. The winter weekend, at the site of the 1980 Winter Olympics, offered free skiing and the entire range of winter sports. Young alumni flocked to take advantage of accommodations Friday and Saturday nights, two meals both Saturday and Sunday, a wine and cheese party, and entertainment for a very low package price. —SANDRA MACFAYDEN, *Assistant Alumni Director*

University of Georgia

Our Young Alumni Council involves about 60 recent graduates through its committees on student recruitment, scholarships and awards, career development, fund raising, publications, and athletics. The council was formed in 1967 to advise the Alumni Society's president. Since then, it has developed from an advising into an operating council which supports many areas of the university. The student recruitment committee conducts letter writing campaigns to urge National Merit and National Achievement Scholars to attend the university. It also collaborates with the admissions office and alumni chapters on student recruitment parties and at college night programs.

The council has recently begun to sell advertising in the University of Georgia Alumni Society's news-feature magazine and plans to apply the commissions it earns to scholarship funds. —GORDON C. BRADWELL, *Associate Director, Alumni Relations*

University of Pennsylvania

We have found that good class newsletters take advantage of the mobility and activity of young alumni (out of college five years or less). As they move around, young alumni are interested in learning what new things their classmates are doing. A chatty and newsy communique that contains lots of names meets this demand. Not only does a class newsletter help younger alumni to keep in touch with each other, but it also encourages them to send in news about themselves. As a result, the university can keep better track of their addresses and occupations.

Class newsletters are easy and inexpensive to produce. All you need is a small group of classmates (even one will do) with the interest and the knack for turning out readable copy. A newsletter helps young alumni keep in touch until the day comes when they settle down and can become more involved in university programs, committees, and functions.—MICHAEL T. HUBER, *Director of Alumni Relations*

University of Tennessee at Chattanooga

Our "Spring in the Park" program, held on a large farm, was a great success with young alumni. We billed it as an afternoon of fun, food, and music. We asked people to come with the family, friends, a blanket, and a picnic lunch. The musical entertainment included the UTC jazz band and a recording artist who was also an alumnus. We kept admission low and offered box lunches.—VICKI WEATHERS, *Director of Alumni Affairs*

University of Wisconsin

As the result of our Young Alumni Advisory Committee's efforts over the past two years to promote young leadership in local clubs, half our club presidents are graduates of the past 15 years. Our Milwaukee club designed an event specifically for young alumni that is very successful. Held at the clubhouse of a local brewery, "Milwaukee U-Brew" is an informal evening of talk, refreshments, and university sports films.

National programs young alumni particularly enjoy are our cross-country ski weekend, a young alumni football weekend, and informal reunions for younger classes held in the fall on Homecoming Weekend.—WILLIAM A. SCHULTZ, *Program Administrator, Wisconsin Alumni Association* CASE

A strong sense of pride

A sampling of alumni activities at historically black institutions

BY PATRICIA ALBERGER

In 1871 the Jubilee Singers of Fisk University saved their school from financial ruin by giving concerts throughout the northern United States and Europe.

Last year Fisk students and alumni staged a Jubilee Day Celebration that dramatized the feelings of the original singers as they set out to preserve the university.

"The dramatization, complete with costumes from the period, was an overwhelming success for the audience and the subject of two local television features," said Robert S. Poole, director of alumni affairs at Fisk.

This event is just one example of the alumni activities underway at some of the nation's historically black colleges, according to an informal CASE sampling of public and private institutions.

Of the 13 institutions responding to a CASE questionnaire, six report that graduates receive automatic membership in the alumni association. Four base membership on dues. At three institutions, membership is free for new graduates and later based on dues.

These regular alumni activities tell only part of the story, however. Several colleges reported particular success with new projects designed to enhance alumni interest and pride.

For example, Fisk also hosted a successful $100-per-plate dinner to start a fund drive for an endowed professorship honoring an outstanding alumnus. "The dinner and initial advance gifts should gross close to $100,000," Poole said. "One of the significant things about this project is the high level of alumni volunteerism and input, without which the project could not have succeeded. Planning and operational costs would have been prohibitive."

LeMoyne-Owen College regularly brings students and alumni together during its Alumni Sharing Program. Graduates return to campus to share their experiences in various professions. Other seminars under the program focus on political and economic issues, such as "Black Women in the Professional World." At a recent seminar on the Tennessee constitutional convention, two alumni delegates to the convention discussed proposed amendments to the Constitution.

"Our Homecoming football game was billed the 'Turkey Day Classic' and was a sell-out for two years in a row (1977 and 1978) with over-capacity crowds," said Charles Varner Jr., vice president for development, Alabama State University. "This had not occurred in any of the previous 52 years of the football classic. Contributing to this success were high-energy alumni promotions initiated by the Office of Alumni Affairs and implemented in local chapter activities. Incentives—including money prizes, luncheons, and Homecoming dances—added to the promotional thrust. Total attendance at the game was officially estimated at 30,000, with more than 50,000 persons converging on the local community for the Homecoming parade."

Another successful event for Alabama State was the 20-year reunion for the class of 1958. "The program was initiated by the Alumni Homecoming Reunion Committee and helped 1958 class officers locate and contact class members and former instructors," Varner said. "About two-thirds of the class responded with approximately one-half attending reunion activities. The result was a substantial fund donated in the name of the reunion class."

At Alcorn State University, the Alumni Association established an endowed fund in the name of the late Medgar Evers. "Alcorn alumni are showing more interest in the institution because of new academic standards," said Henry Houze Jr., director of alumni affairs. "The desire of alumni to recruit top students and to publicize the university's new academic standards has precipitated a new commitment to their alma mater." He added that alumni are enjoying a "sense of closeness to the decision-making process" of the institution through increased participation on university committees.

What about alumni commitment to their institutions' annual fund drives? At 11 of the 13 schools responding, the alumni association is responsible for the annual fund. Four of the schools met their dollar or participation goals last year.

"Much of the value to be found in our annual giving program cannot be counted in dollars," said James E. Burt, coordinator of alumni affairs at Saint Augustine's College. "Let us consider annual giving as a seed bed for larger gifts; a foundation upon which all giving rests; an involvement mechanism

Alumni activities at surveyed institutions

Activities	Number of Schools
Number of schools responding	13
Chapter and club organizations	13
Class reunions/homecoming	13
Alumni magazine/newsletter/tabloid	13
Annual fund drive	11
Awards/recognition programs	1
Service on advisory boards by alumni*	10
Admissions assistance	8
Special projects	8
Career information/placement	6
Legislative liaison	6
Travel tours	3
Continuing education	1
Summer camp	1

(*Six of the 10 institutions that involve alumni in advisory board service have alumni members on their boards of trustees. Other committees on which alumni serve include foundation boards, long-range planning committees, and athletic councils. Special projects listed by the institutions include tours to exhibits, scholarships, and holiday and summer jobs for students.)

that captivates the interest, energy, and enthusiasm of great numbers of alumni each year; and a training ground for alumni leadership. The Annual Giving Program at Saint Augustine's has moved with some success. We still have a challenge, but we will face it."

Ten of the institutions involve alumni in their fund drives by using class agents for solicitation. According to the responding institutions, factors contributing to annual fund progress include:

- close contact with the alumni and their involvement in as many activities as possible;
- frequent communications; active committee heads;
- an increase in the number of volunteers and matching grant incentives;
- heightened alumni awareness of the need for outside help;
- visits to selected cities, phonathons, solicitation of the senior class, selected classes solicited by fellow class members through personal letters and phone calls;
- "Operation Network": use of prominent persons in certain areas to remind alumni to make contributions;
- solicitation by the college president and other administrators.

Two colleges said Bush Foundation grants have boosted their annual fund. "The challenge grant from the Bush Foundation stimulated our alumni by offering us a certain sum of money, if we would raise a certain amount," said James Burt of Saint Augustine's. "The challenge was a great opportunity for us to show our pride in the college."

A 1971 report of the Carnegie Commission on Higher Education noted that alumni of the traditionally black institutions have a strong sense of pride in their schools. With that valuable asset, it would seem these institutions have a solid foundation for continuing success in their alumni and annual fund programs. CASE

Alberger, a former member of the PR staffs at American University and at Georgetown University, is a free-lance writer and editor.

Gala Week at Purdue: Let's hear it for tradition

BY R. J. RUDOLPH AND MARY RUTH SNYDER
Purdue University Alumni Association

We're big believers in tradition when it comes to reunions at Purdue. A high degree of predictability appeals to our alumni who feel "at home" when they return to campus to renew old friendships and to see the Purdue of today. A traditional approach appeals to our alumni staff, too, because it's more efficient.

Here's the plan that works well for us:

Younger classes—those celebrating fifth, 10th, 15th, and 20th reunions—hold brunches before the Homecoming football game. This leaves the late spring spotlight for older classes.

The 25th and 50th anniversary classes are front and center during what we call "Gala Week," a celebration during Founder's Weekend in the late spring. The 30th, 35th, 40th, and 45th classes and all classes that have celebrated their 50th anniversaries also get together then. In all, we attract approximately 1,000 alumni and guests.

Reunion begins on Friday evening with registration at the Purdue Memorial Union Building. There alumni sign in and list their local weekend addresses. They pick up the special class name tags they wear all weekend, any favors their classes may provide, and tickets for various events.

Each reunion class has a headquarters where classmates gather. Classes sometimes display items of nostalgic value or show old films in these gathering rooms.

On Saturday morning, the classes assemble under their banners and, led by the band, march across the campus to John Purdue's grave, where the 25th anniversary class lays a wreath.

At this ceremony, class officers usually announce gifts to the university. Recently, campus landscaping projects have been popular gifts. In 1978, reunion gifts from the 1953 class totaled $1,300. (Only 50th and/or 25th classes give.)

Afterwards, the Alumni Association holds its annual luncheon and business meeting. Throughout the weekend, many schools and departments sponsor open house coffee hours for alumni.

In recent years, Saturday afternoon has been filled with the Purdue Alumni Foundation Grand Prix Go-Kart Race, billed as "The greatest spectacle in college racing." Some 14,000 alumni, students, and townspeople gather to watch this event, with the proceeds going to provide scholarships at Purdue.

On Saturday evening, around 700 alumni and guests attend a banquet. The program includes presentation of alumni citizenship awards, recognition of the 50th anniversary class, and the president's address on the progress of the institution. The immensely popular Purdue Varsity Glee Club sings, and often the banquet is followed by a theater performance.

Reunion classes meet in different rooms of the Union building on Sunday morning for breakfast, their official business meeting, election of officers, and recognition of reunion committees. A nice touch is the visit that the president and his wife pay to each class's meeting.

During these meetings, we encourage informal planning to begin for the next five-year reunion. We stress this particularly for the 20th and 45th anniversary classes, which will be planning their 25th and 50th reunions.

At the Sunday Loyalty Luncheon, the president gives golden anniversary certificates to the 50th reunion alumni. These graduates become members of the Purdue Forever Club, which meets each year at Gala Week.

Special certificates for the 25th, 60th, 65th, and 70th reunion classes are presented at various events throughout the weekend. We mail certificates to those class members unable to attend. CASE

4

chapters/clubs

reaching alumni

Are alumni clubs important?

If so, how do you keep them lively?

BY B. J. PATTEE
Associate Director
University of Kansas Alumni Association

Your school, college, or university is having an alumni meeting in your city, and you're invited. You live in a metropolis of three and a half million people, halfway across the continent from your university. The alumni association promises a speaker from campus, an up-to-date slide show, and camaraderie with other alumni. By the time you pick up your wife or husband and baby sitter, drive to the meeting and back home, it will mean two extra hours in city traffic. Will you go?

You live in a small town and your alma mater is having a party in a city near you. Alumni are attending a dinner theater and it sounds like fun. Is it worth the $40 to $50 it will cost? Will you go?

Your college is sponsoring a meeting for the announced purpose of establishing scholarships for students from your community. The college president will be there. Will you go?

Your alumni club has bought tickets to the King Tut exhibit, preceded by a lecture just for your alumni group. Will you go?

What will it take to get you to attend *any* kind of a meeting sponsored by your alma mater? This is the challenge alumni administrators face each year as they plan their 15 to 120 meetings in an effort to encourage alumni involvement.

Admittedly the attendance at these alumni activities amounts to only a fraction of the total alumni body. Still, most administrators agree that alumni clubs or chapters are the foundation of the alumni movement; that they must be constantly nurtured; and that it takes a great deal of money and staff time to make a successful program go.

What *do* alumni administrators do to keep their clubs lively?

"For someone to give up an evening," offers Robert A. Reichley, vice president for university relations at Brown University, "the event either has to be something that really helps the institution or something of substance. . . .

"The mistake alumni organizations often make," Reichley says, "is to assume that the alumni of a given institution are monolithic just because they have the common bond of having attended the same institution. It doesn't work that way. All alumni bodies are diversified groups of people with varied interests, so the substance needs to cover a variety of things to capture the interest of these people. Culture. Academic subjects. Issues of the day. Whatever."

Reichley continues, "That sounds as if I'm against parties, dinners, and football outings. Not so. Those things will take place on their own. It's the substantial programs that need to be plugged."

I questioned 11 alumni administrators in charge of successful chapter programs at their own colleges and universities for this article. All agreed that the staging of a good club program requires good management, imagination, perseverance, and an understanding of the human endurance and frailties of alumni volunteers. For it is around volunteers that the program revolves and because of them that the program floats—or sinks. An alert administrator can save a club from drowning by becoming acquainted with the volunteers, knowing when and how to replace gently those who are ineffective, and knowing each chapter's unique needs.

Most alumni clubs meet anywhere from monthly to once a year. But Vince Bilotta, alumni director currently in the process of overhauling the 30-some chapters "in varying stages of decay" at the University of Minnesota, contends they would do just as well if they had no formal structure and met only when the occasion warrants.

"I think we could obtain excellent results by developing a hand-selected events committee each time there is an occasion to have activity off the campus," Bilotta says. "Then the committee dissolves after the events without any long-range commitments for service, which most volunteers would like to avoid."

Bilotta thinks alumni leaders should look for activities people want to take part in (going to a new theater, art show, amusement park, or zoo), whether or not the alumni angle exists. "The success, then, is riding in on the crest of that interest in the name of the university," he said.

As part of his current chapter overhaul at Minnesota, Bilotta is structuring chapters on two tracks: those that are chartered and will have regular activities through the years and those that will be loosely structured without a governing body.

One of the most helpful things administrators can do to keep their clubs lively is to guide volunteers in the careful selection of a meeting site. "*Where* a meeting is held is often as important as *what* is being held there," says Reichley. "Key alumni often can get your group into interesting places its members can't go to otherwise."

Frank Smysor, now in his third year as field director at the University of Kansas, agrees with this theory. He experienced a few "disappointments" among many successes at a time of tremendous growth for the Kansas chapters program. Until Smysor was hired to breathe new life into a lagging chapters program, Kansas served no more than a dozen clubs. Now, 56 active chapters exist throughout the United States, with all of them meeting once a year and some meeting two or three times. Over half of Kansas' alumni live out-of-state, so the need—and potential—for chapters is great.

With more than 8,000 KU alumni living in California, the Jayhawks two years ago "put the show on the road" and held simultaneous meetings in 17 different California locations during the week preceding the KU-UCLA football game. Hundreds of KU alumni attended local meetings, and 1,200 of them followed the team to Los Angeles, joining each other at a banquet and pep rally before the game.

The success Kansas had in obtaining volunteers for this series of meetings shows that, in many instances, alumni are hungry to provide some service for their alma maters. In response to a letter sent to 5,125 alumni in target cities asking them to help organize KU alumni chapters, 780 replied that they were willing and anxious to serve. This list

provides a continuing supply of volunteers from which KU draws.

If alumni clubs are important (and even those administrators who cast some doubt run programs of their own), are they "worth it"? The administrators responding to my survey agree that they are indeed "worth it." Worth it in terms of enjoyment for alumni who seldom have the occasion to return to campus. Worth it in terms of memberships to the alumni association. Worth it in terms of long range benefit to their alma mater.

Most schools do not use their clubs for fund raising, but some do. Some promote alumni memberships, others don't.

Michigan State University's Alumni Association, in a somewhat unique plan, reimburses the clubs $2 for each alumni association member in its districts. According to Director Jack Kinney, the reimbursement comes out of national alumni dues. The MSUAA also reimburses constituent associations (medical school, business school, and so on) in the same manner.

"This covers everyone under the national umbrella," Kinney explains, "so that, when you join our national organization, you are automatically a member of your alumni club or constituent association." Not all of Michigan State's alumni clubs participate, however. They prefer to collect their own dues. This is especially true of foreign clubs.

Kinney feels that, if alumni clubs are going to encourage involvement, organized geographical clubs are essential. In past years MSU has also worked hard to establish constituent associations. "We feel that alumni clubs and constituent associations are very compatible and complement one another," Kinney says.

Alumni administrators and volunteers have used a variety of ideas and gimmicks to encourage attendance. Promises of door prizes, souvenirs and favors, raffles, films, and show tickets have been used to help swell the crowds. Others, like Paul Chewning, alumni director at Bethany College, depend on "strong volunteer support and blind luck" rather than on gimmicks. "We want people to attend because they are interested in our programs," he said.

Administrators cannot trust to luck, however, in advising their volunteers of what is expected of them in helping to organize and sustain a successful chapter. A feeling of solid support must emanate from the home office. The staff member must furnish detailed instructions on how to organize and run a successful meeting. Leaders must be instructed on the selection of committees and what they should do. Leaders need to be clearly informed of what's expected in matters of student recruitment and scholarship programs. What kind of a turnout should they expect? What about financial arrangements?

Most of these questions are anticipated in a chapter manual or newsletter sent out from campus headquarters but alumni, like administrators, are busy people less apt to read a manual than to refer to a checklist. So, as time for the meeting approaches, it's helpful to run through it again. Even if this does nothing to keep the program lively, it keeps the director and the volunteer lively!

Some of the most successful alumni meetings are held in retirement communities with the scheduling geared to the daylight hours. Does this eliminate young alumni? Some of those I polled say you shouldn't be overly concerned with planning inexpensive programs expressly for young alumni. After all, as one director says, "You can't slice a body in half and count the rings." Plan a variety of programs and let alumni decide which category they wish to be in.

The important thing is to offer that occasional attractive opportunity for alumni to come together, especially in distant locations. If it's something they really want to do, they'll come out of the woodwork. CASE

To club or not to club

Making a decision on an alumni clubs program

BY LEE HARLAN
Director, Alumni Relations
Pomona College

Is a national clubs organization worth the effort?

Yes, says a little voice inside me as I look at the map of the United States on my desk. I reflect on the fact that over half the Pomona College alumni live beyond a 300-mile radius of the campus.

No, says a big voice from the administrative offices as the president recalls the cost of the program.

If you hear voices like that and if you are contemplating the start of a national program, here are points to consider:

1. *The program will be expensive.* At the minimum, we pay round trip air fare for a once-a-year meeting of all of our club chairpersons. We also staff at least one meeting per year in each area. While we expect events to cover on-site costs, the college covers most of the costs of producing and mailing the announcements.

2. *A national clubs organization will take staff time.* Gone are the days when volunteers did it all. Volunteers do a lot, and a program like this won't work without them. But finding successors for chairpersons, building a committee, meeting with the volunteers, handling finances, and designing and mailing announcements are all time-consuming staff chores. Distance compounds the difficulty.

3. *Such an organization will use volunteers more effectively.* For example, if only local alumni are involved in phonathons using WATS lines to cover the country, you're overloading them and not using distant alumni at all. The same holds if you use alumni as speakers only at local club meetings. We often overlook the distant alumni who may very well be our best speakers.

4. *A national club program will make the college come alive to those who rarely get to the campus.* They need this type of stimulus. The program must be regular (at least annual) to achieve results. After all, your annual giving staff would expect a disaster if a fund mailing didn't go out every year.

Club programs thank alumni donors and persuade non-donors to give.

That's true for a clubs program, too. If you skip a year, volunteers lose their momentum.

Some "how to's"

• *How to start.* Start small but have a long-range plan. You don't need five officers and a steering committee to make things work. Take these steps: (1) identify just one leader who will work for a while without a committee. (2) Define a possible area in which to start. For example, an area having 200 alumni in reasonable driving range of a central location is a good beginning. Our experience shows us that regular programming will generate an attendance of between 10 and 20 percent of a mailing list (usually higher the first time). This will guarantee at least 20 people at a meeting, which will make the meeting's dynamics work properly. We also invite parents, who add about 20 percent to the total. (3) Each year expect to have one general meeting and at least one other activity drawn from this list: phonathon, prospective student party, small dinner party for the president or other college official passing through, informal picnic, ski trip, or meeting with no college representative.

• *How to program.* A myriad of inexpensive program possibilities exist. Administration and faculty are always off to conferences. Someone else pays for their travel. We call faculty members at the beginning of the year to find out where they are going and see if they will speak for us. As another excellent source for programming, turn to well-known local alumni (who will always speak for free).

• *How to increase volunteer help.* Put a box on a program announcement asking for help. Ask for help at a meeting and pass out blank forms. Go over the donor list in the area; donors are flattered to be asked to help. Remember two things: You must have work for them to do, and you must not be discouraged when, as is normal, many of those you ask turn you down.

• *How to cut staff travel costs.* Plan several events at once so the cost of the trip can be divided among them. If some of the events each trip are phonathons, so much the better.

• *How to make money.* Make some fund-raising calls. On my last trip east, one afternoon full of contacts produced a $25,000 gift, which paid for my trip many times over. If you don't now think of your office as fund-raising office, give it a try. I find that the fund-raising is often easier than the programming.

A case study

Two years ago, I discovered that most of our art department faculty and most of our high level administrators would be in Washington, D. C. on the same weekend in February. One of the administrators also teaches math, so art, math, and administration were to be represented. I called our local alumni representative, and asked if she had two local speakers who could round out a "Day with the Faculty" program. Later, she called to say she had found an alumna just back from China who had been engaged in a population control study and a deputy White House press secretary. Both were quite willing to share their "inside" information.

So, with a program planned, our local volunteer chairperson found a place and worked on refreshments and other local arrangements. While she did that, I contacted the Admissions Office. The director wanted to invite all of the students who had applied to Pomona if we could run a separate track for part of the program. Together the local volunteer and I worked on an invitation list for a post-program dinner party. This would be for as many VIP's as we could snag plus the speakers. Our best "catch" that day turned out to be a member of congress.

The final program, which drew 135 people from a mailing list of 480, was as follows:

1:00 Opening remarks, president of Pomona College.

1:30 Choice of faculty presentations on: (1) Art as a process of discovery (movie and commentary); or (2) Computers as friends (we hooked up a computer terminal to an existing training program using telephone lines).

2:30 Coffee break (a vital part of any alumni program).

3:00 Choice of alumni presentations on: (1) China today, or (2) News from the White House.

4:15 Two separate programs: (1) A proposed new physical campus plan—a talk by the college vice president. (This could also have been a slide show of the campus, a longer talk by the president, and so forth.) And, (2) Prospective student discussion and question period, led by the two faculty members.

5:15 Wine and cheese reception.

7:30 Dinner party for 20 invited guests.

How do we test the effectiveness of this program, or, for that matter, any program? Or, how can I make my "yes" win out over the president's "no"? We use several criteria, although we admit they are less than perfect.

First, the program above, including my prorated travel expense, cost $2.20 per person attending and $.48 per person on the mailing list. That compares with a median alumni fund gift of $35.

Second, we have analyzed the figures and find that attendance positively

Johns Hopkins University Illustrations

You can keep travel expenses down by scheduling club events for areas where faculty and administrators will be travelling, and by planning several events at once.

influences giving. Certainly we all know that those who attend events are the givers. The question is, are we just thanking them for their gifts with our programs (a worthwhile end in itself) or are we stimulating people to give who otherwise might not? We think the latter is the case. For example we started regular programming in 14 areas some nine years ago. Since then, the percentage of donors and number of dollars has slowly risen toward the figures obtained in our local areas, where regular programs had been standard features.

Third, being insular does not fit any college's image—and certainly not Pomona's. One of the things we must offer our alumni is a chance to continue to relate to the college. Since over 50 percent of our alumni are at a fair distance, it seems necessary to us to have such a program.

Is a national program worth the effort? We say yes. We hope that this information about our experience at Pomona will help you decide whether a national clubs organization would work for your campus. CASE

Roman generals on the march

How Carleton revamped its alumni club system

BY NENA THAMES WHITTEMORE
Director of Alumni Affairs
Carleton College

At last year's Carleton reunion, a Japanese alumnus who teaches religion gave a talk to his classmates in which he offered this Oriental insight: "Change is a reflection of order."

This phrase, which now graces the door to my office, has special meaning for me because of the organizational change that we recently made in Carleton's alumni club system. We replaced our local club officers with area steering committees that include volunteer representatives in admissions, fund raising, careers, and alumni affairs. They meet regularly to coordinate local efforts in promoting Carleton.

What does this have to do with Roman generals? We call our new system SCHOLA, which the dictionary defines as a school, a room, an association of Roman generals, or people with like interests. All of these apply. The tongue-in-cheek acronym stands for Steering Committee Heads of Local Areas, a Roman army for Carleton in major metropolitan areas around the United States.

When I arrived at Carleton almost four years ago, our alumni club system needed attention. The capital campaign had generated organized activity to support fund raising, but alumni resented being noticed only when the college wanted money. In some places, such as New York, we had a president who had served for 12 years. Other areas, like Detroit, responded when the capital campaign began, but maintained little consistent activity in other years. In Indianapolis, alumni kept in touch, but the official activity level was drowsy.

At the same time, alumni activity outside the club system burgeoned. Admissions had begun an ambitious program to recruit and train alumni admissions representatives. A new pro-

Pat Morrison/CASE

Barbarians beware: Carleton's well-disciplined SCHOLA marshall alumni troops for a coordinated attack in alumni activities.

gram called Student Futures, now called Careers, enabled students to explore careers with alumni and solicited alumni help in setting up internships. For the capital campaign, the Development Office had created a network of volunteer fund raisers.

The inevitable results: We had four separate offices organizing and recruiting alumni volunteers. The same person would be asked to head the alumni organization, chair the fund-raising drive, and call 30 prospective students. One Carleton office would holler that the other office had "stolen" its volunteers. Alumni frequently asked us: "Don't you guys talk to each other?" Something had to be done.

To bring order out of chaos, we decided to create local steering committees. A chairperson led each new committee, which consisted of:

1. The alumni admissions representatives coordinator, who recruits new representatives and is a local liaison with the Admissions Office;
2. The fund chairperson, either someone who had organized a local phonathon or who had chaired the capital drive;
3. The Career or Student Futures representative, the person asked by the Careers Office to help place students with alumni for career exploration;
4. The person most active in alumni affairs—in most areas someone who had been the "president" or had taken the initiative in organizing events;
5. The local alumni board member, if one lived in the area.

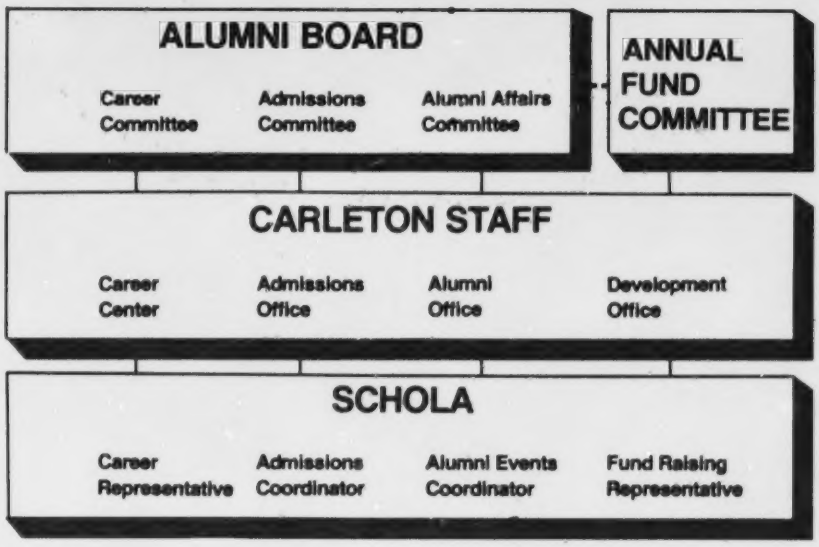
Each member's functional area corresponds both to an alumni board committee and to a staff office at the college, so the organization is three-tiered. The system combines these volunteer groups into a regional platoon led by a Roman general, a SCHOLA (See chart). The system provides:

1. *Better integration of volunteer efforts.* One event can be planned to serve multiple purposes and constituencies. For example, our summer musicale for alumni also welcomes new students and their parents.

2. *Better communication among alumni volunteers.* A new regional fund effort in Chicago or San Francisco can be explained to other local volunteers to gain their support.

3. *Better training and selection of leadership.* Several persons are involved at the local level in activities that interest them and use their special talents. We have a pool of leaders from which to choose a new chairperson or alumni board member.

4. *Better long-range planning.* Volunteers have to meet and plan events well in advance to coordinate them effectively.



Carleton's new alumni club system

Like any catalytic action, this change created other changes. The committees themselves took the basic pattern and evolved variations.

The Twin Cities became the original laboratory for change. Because that metropolitan area encompassed a third of our alumni constituency, we discovered we needed more workers. The new chairperson suggested adding "members-at-large," and we did. We then had new volunteers to fill vacancies on the core committee, and we could test potential leadership. The original size of each committee was four or five members, but the number later grew to a maximum of 10.

The Twin Cities group worked well because it met frequently and regularly. For several years, we've been meeting at the Minneapolis Club for lunch every month. Although other groups have not followed the practice exactly, the Chicago group works better now because it meets quarterly for lunch. San Francisco, asserting its individuality, meets at 10 p.m. on a ferry in the middle of the bay.

The Twin Cities group also initiated a newsletter because individual mailings on one or two events a month became costly. Other committees are copying this idea. A positive side effect: To produce a newsletter, alumni plan activities farther in advance.

To distinguish one committee from another and to separate mailings from fund-raising appeals, we chose various colors of stationery and designed a letterhead for each committee. This emphasized permanency, built unity, and established identity.

As the system evolved and volunteers became more effective, the pressure grew for staff members to get their act together. Staff offices became even more aware of the need for cooperation, coordination, and communication. The staff has made at least four improvements; more may be coming:

1. *Volunteer coordinators meetings.* Staff members working with alumni volunteers meet monthly to exchange information, outline programs, and discuss target areas. We stick to an agenda, and we sometimes invite other offices such as Central Records to share problems with us. From time to time we meet with volunteers individually.

2. *Computer profile of volunteers.* One meeting highlighted the fact that not all offices were recording hard data. Some kept their own files instead of using the central college records. We decided to place a "volunteer profile" on the computer in conjunction with a new directory being prepared. This

data will enable us to order printouts with a person's name, address, phone number, giving record, occupation, and a profile of his or her volunteer service. It won't replace the paper files, but it does list a volunteer's area, class, occupation, and so on.

3. *SCHOLA newsletter.* A meeting between the alumni board and SCHOLA members generated the idea of a semi-annual newsletter to share ideas and give information not available in other college publications. We're working on the first issue, and I'll gladly send a copy to anyone who requests it.

4. *SCHOLA training sessions.* Even excellent volunteers need training. Each fall we bring the leaders from the metropolitan areas to campus for a weekend of orientations and meetings with the president, deans, staff, faculty, and students. This year, at the suggestion of the alumni board, we combined the training session with a board meeting. We intend to continue this practice. Participants are superior leaders who move naturally into positions on the board and elsewhere. The program is expensive, but good leadership warrants the investment.

Other ideas include a comprehensive yearly calendar, volunteer day-file, and coordinated travel schedule. We at the college have to do a better job to support volunteers.

A curious delegate at a seminar once asked me how we got alumni to agree to such a drastic change. I can see now more clearly how it all happened. By learning as we went along, listening to volunteers, and remaining flexible, we came up with a process:

1. We started with a rough plan of functional committees and set one up in a major metropolitan area. For us, it was the Twin Cities.

2. We used the functioning committee as a pattern or paradigm for other committees. We try to set up two to four additional committees in other metropolitan areas yearly.

3. We built on existing leadership and then added new talent to the pool.

4. We evolved a committee structure to suit various areas and allowed for individual differences.

5. Finally, we learned—and are still learning—the importance of communication among all the principals.

As our alumnus reminded us in his talk on the Philosophy of Change: "Change is a reflection of order." The result: We're fielding an army for Carleton rather than a collection of individual soldiers. CASE

Bring nearby alumni nearer

BY PAUL ANDREWS
Director of Alumni Relations
Wayne State University

When 91,545 (72 percent) of your alumni live within 45 freeway minutes of campus, you have great visibility. You also have an opportunity to blend community and campus resources into an effective service package for alumni.

Several years ago, we were concerned that local alumni were not tuned in to their alma mater. They seldom came to campus. To combat this problem, we began in 1971 to schedule alumni meetings where there had been none. Our first four meetings were in affluent northern suburbs of Detroit. As we "opened" each new area, we wanted to enlist the most prestigious area alumnus/a as honorary chairperson, to select the most exclusive club available as the setting, to organize a blue-ribbon sponsoring committee, and to schedule our president as the major speaker. The program included a brief slide show designed especially for alumni.

Over the next six years, we organized the eastern suburbs, the downriver suburbs, and the north and south corridors. Finally, we had established 11 metro chapters in the tri-county area. The plan worked well.

Now, with a little encouragement from us, the whole thing has turned around. Our alumni are coming to campus meetings in record numbers.

All 11 chapters now have an annual evening at our university classic theater. This season, over 2,000 alumni came to the press preview of a play at special discount rates. As an added attraction, they had pastries and coffee with the cast. They rediscovered the campus and the central city and liked what they saw.

An advantage of having so many alumni in the shadow of Old Main is that we can perform some worthwhile community relations projects through our constituent alumni associations. Chief among these are one-day on-campus workshops, seminars, and clinics. These are geared to alumni professionals in medicine, pharmacy, law, social work, mortuary science, nursing, and education.

The events are ordinarily co-sponsored by the colleges and carry professional accreditation, an important factor in continuing licensure for many professions. The interest and direct involvement of each dean is central to the success of the constituent associations. We have cultivated them and now enjoy a high level of support.

Alumni services, in combination with an active social program, have provided a solid base for membership drives and telephone campaigns for annual gifts.

Members have also supported local institutions. One alumni delegation we recruited helped raise money for our educational television channel during its annual telethon.

The "Women of Wayne" alumnae represent the award-winning dimension of our program. One of their early successes was establishing the first incentive scholarship program for women part-time students. Another was the early creation and administration of the Women of Wayne Child Care Center.

Later, they helped the Women's Center get started, set up a career series for members and friends, and started a 10-week exercise class and four-week golf clinic. They also worked with the placement office on a Senior Alumni Placement proposal and established a cooperative effort with the Detroit Zoo to publicize a new docent program. The group helped the Faculty Wives Club to find volunteers for summer gardening chores on campus.

Because so many of our alumni live in the Detroit area, it is inevitable that

some of our most distinguished graduates are in our own backyard. Through our alumni recognition program, we frequently select these local graduates for special honors. Naturally, when the Detroit media identify distinguished citizens as our graduates, this has a positive effect on community attitudes.

As a university at the very fingertips of our alumni, we try to build special courtesies and privileges into our annual alumni membership program.

Members get generous discounts at our university bookstore, at our two theaters, and on all purchases through the Wayne State Press. Members may borrow books from all four university libraries. They may also use our pool; gymnasia; and squash, tennis, and handball courts for a token charge per visit.

The thread running through all of these courtesies is the incentive to visit the campus. We want alumni here. Often. There can be no more effective community relations representatives for us than graduates who are informed about and proud of their university. CASE

Low-cost program reaches many groups at one time

BY CHARLES TITUS
Director, Alumni Services
Eastern Illinois University

Mitchell Rigie © 1977 Bulletin of Rhode Island School of Design. Reprinted with permission.

Are you interested in a low-cost, high-visibility plan to take your university to several of its publics at once? Our "Eastern Today" program does just that.

Developed by the alumni office, it reaches at one time alumni, parents, junior-college and high-school counselors, employees, and prospective students and their parents. That's significant in times when enrollments are declining.

The project, started in 1976, replaced the old country club meeting system. The new program is simpler to organize as well as more productive.

Here's how we do it.

Because we already know where the larger numbers of Eastern Illinois University (EIU) alumni are in the state, we target these locations to visit.

When possible, our president is chief spokesman at gatherings. Therefore, we first determine for which mid-week evenings he will be available. Using this information we plan a series of visits about three months apart.

Next, we locate a good meeting site in the area we will visit. Easy accessibility to our target constituency is a must. We reserve a room for about 100 people, and make arrangements for refreshments, entertainment, and equipment. Our School of Fine Arts provides the entertainment.

In those cities with two-year colleges, we arrange private, pre-meeting dinners with EIU alumni who are faculty members there.

We assign coordination of the meetings to one person, who takes care of logistics well in advance.

We brief the director of admissions, the placement director, and the director of student activities and organizations about the program and ask for their cooperation. Their offices then address envelopes (provided by us) for their constituents in the target area. Constituencies include parents of current students, high-school and junior-college counselors, high-school students who have applied for admission, and personnel managers of firms in the area who consistently employ our graduates.

Five weeks before each meeting date, we mail a one-color brochure to all the people we wish to reach. The last page of the brochure includes a reply form and postage-paid return card.

About two weeks before each meeting, we mail news releases to all media outlets in the target area.

Once each meeting date arrives, we are careful to begin promptly at 7:30. First there is entertainment—for example, a student jazz combo. Then the president introduces employers in the audience. He then delivers a 20-minute talk about such things as enrollment, academic programs, research, and athletics. When he finishes, the floor is open for questions. The alumni officer/MC fields them to the appropriate EIU official. Student life questions, for example, are directed to the director of student activities.

The alumni association's expenditure for each meeting averages about $175, not including travel allocations, which we divide among the offices participating.

Constituent reaction is highly encouraging. These meetings give alumni and others a chance to update their acquaintance with the university. CASE

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continuing education

life after college

Slicing the big marshmallow

Finding your market identity in the field of continuing education for alumni

BY DR. ROBERT G. COOPER
Associate Dean, Faculty of Management
McGill University

A university is a business. Like any other business, it delivers a service or product to the marketplace. Yet many universities these days aren't managed that way. And until they recognize that they *are* businesses and adopt sound marketing practices, these institutions will be in trouble.

Today, the most successful businesses share the philosophy that it is better to adjust the corporation to the needs of the marketplace than to force a product or a service on an uncomprehending public. The idea is that an organization will exist only as long as it satisfies a need in society.

The key to business planning, then, is to recognize market needs and then develop a product or service in response to those needs. Universities, which have been a growth industry until recently, now must try to adjust to the changing needs of their market. The alternative is bankruptcy.

Defining market needs

How many people think in terms of market needs? Try asking people what business they're in. I'm willing to bet most will say "We make plastic," or "We sell cars," or "We're in the software business." These responses are internally oriented, focusing on what the company makes or does rather than on what it does *for* someone.

A classic example of this myopic focus is the railroads. They, with few exceptions, defined their business in terms of what they did: railroading. They had steel rails, locomotives, and boxcars, and so on, all for the railroad business. As simple as that.

But along came other forms of transportation, and the railroads ignored or resisted them—they were not part of railroading. Trucks, and later aircraft, were viewed at first with idle curiosity and later as a threat.

What leaders in the railroad industry should have said is, "We are *not* in the railroad business; rather, we are in the business of transporting people and things and taking care of them while en route."

In short, if the heads of the railroads had adopted a market-oriented definition of their business—one dealing with transportation rather than with the type of product they would use to transport things—, they might not be bankrupt now.

The surest route to disaster is a product definition of one's business. When the decline comes, the business is locked in.

Our business, higher education, is in danger now, and our definition of that business may be the death of us. We have been saying we are a place where young men and women go to spend three or four years to get a degree. This is too restrictive.

We must define our business in terms of needs to be satisfied. For example, a computer company says its business is helping people to handle information. The successful Hollywood studios are in the business not of making movies but of entertainment.

I am not sure what our definition should be, but one thing I am sure of: It must be need oriented.

Let us look about then in our society for needs that the university might fill. It has been my experience that:

1. People have a thirst for knowledge, sometimes for its own sake, sometimes for its practical advantages.
2. People have a desire for self-improvement—gaining skills or self-awareness.
3. Many people want to help others become educated and to become involved in the self-development process of others.

If we can accept that the above needs are prevalent throughout modern society, then perhaps we can redefine the mission of the university as follows: *We are in the business of serving people's needs for learning and knowledge; for self-development; and for participating in the learning and development of others.*

This simple definition is need-oriented and opens up possibilities we might not have considered before. Adopting it might remove the blinders that have kept university administrators and planners from taking the broad view necessary to save many universities from a slow but sure death.

With this mission in mind, we are now capable of seeking groups or *market segments* with needs that fit into this new definition of our mission. Consider for a moment the university's traditional markets. First, there are young men and women, recently graduated from high school, who seek to further their education and obtain a degree. This has been our biggest single market. Then there's a newer market—continuing education. Many of us have responded to this need, too, with special programs. Another market is for periodic, nondegree courses; for example, management training. Here, too, some of us have developed products.

These three markets are the ones that most universities cater to and, for the most part, have done a pretty fair job on. But it may be that these markets are virtually saturated and in some cases declining. Therefore, we must look to our mission to seek out new opportunities. And there *are* more opportunities! Here is where the alumni affairs people play an important role.

A new opportunity

Our alumni represent a tremendous market opportunity. We have sold them a product once, but rarely have we bothered to make a sale a second time. I know of very few corporations who make a sale once and then part company with the client. Rather, the key to success is to obtain repeat business—to cement the relationship with the client into a long-term, continuing one. Most companies have found the first sale is the most difficult. Successive sales come easier.

Just because a young person gets a university degree from us at age 22 does not mean it is the end of his or her need for knowledge, development, and involvement. It would be foolish to suggest that an education, terminated at age 22, will last the rest of life.

What, then, are the needs for knowledge, development, and participation of people five years, 10 years, or 20 years after they graduate? How many of us have done any extensive marketing research to discover their needs? Have we developed any new products or services that might better serve their needs? Some universities have. Alumni college programs are a response to this market need: They are targeted specifically at university graduates. But this is surely only a beginning.

At McGill, we consider our Faculty of Management a progressive business school. We run an undergraduate program that has tripled in enrollment in the last six years. Our M.B.A. program has almost doubled in enrollment in the last few years, and we have recently developed an innovative Ph.D. program. We also are involved, through continuing education, in a 1,400-student evening M.B.A./Diploma in Management program and in two- and three-day executive seminars through our Management Institute.

But we are typical in that *we have never tried to approach our alumni* with respect to returning for refresher courses. Once we grant them degrees, we act as though they have no further need for any form of education. We have never really been serious about taking care of their educational needs from the day they arrive at our doors to the day they die. Besides returning for refresher courses, graduates might return to school with their spouses and family so each may better understand the other's careers; or to return with their bosses, coworkers, or subordinates to get a more insightful view into each person's role on the job.

We have some evidence that an unserved educational need exists: Former students telephone me from time to time asking if they can return to the university to catch up on what's new since they graduated. Our executive development programs are extremely popular. Most of the people who attend already have university degrees but want to refresh or update themselves in a particular field. Some of our executive development groups even have alumni operations that meet periodically—about once a year—for a one-day update. And the final evidence of interest is the active participation by sessional lecturers, very often our own alumni, who enjoy becoming involved in teaching and helping others learn the subject (and, I might add, do so for a minimal financial consideration).

A plan of attack

That the alumni represent a great market potential cannot be refuted. But where do we start? What should we do to reach this market?

Good business practice generally calls for a three-point program for developing new products and services:

1. Identify specific target markets.
2. Specify the needs of the target market.
3. Develop a product or service concept to satisfy the needs of the target market.

Let us begin by attempting to categorize our alumni in order to identify potential target markets. The whole idea behind market segmentation is that the organization can't be all things to all people.

In targeting a market, we must first identify subgroups whose behavior, needs, and wants are reasonably homogeneous within each group but different between groups. For each group (called a segment), we presumably could design a unique product or service, and a tailored marketing plan. It is not necessary to serve all segments—a selective approach often works best. This strategy of market segmentation appears to have been effective for other organizations, permitting the organization to tailor its approaches to its clientele.

We must now start segmenting this thousand pound marshmallow, our alumni. The traditional methods are similar to demographic splits:

- by age or date of graduation;
- by major subject while in college;
- by residence.

But like the traditional "age, sex, and income" variables of market research, these demographic measures probably are poor substitutes for analyses of behavior, motivations, and needs.

I suggest that we look to the *benefits sought* or needs of our market, and use this method—benefit segmentation—as a method to subdivide our alumni market. (We will hope that, while there is homogeneity within each benefit subgroup, we will find considerable differences among subgroups). Benefit segmentation clearly requires marketing research to identify our alumni's educational needs and motivations, and the benefits they seek.

Upon completion of extensive marketing research, we then turn to the development and design of products or services to suit the identified needs in the benefit segments we decide to serve.

This drive to develop educational services for alumni could have pay-offs in fund raising as well as the increased revenue from the educational services themselves. It is far easier to raise money from an alumnus or alumna who is a steady customer of our organization than one who is a one-time customer from years ago.

The health, prosperity, and survival of the university rests in our ability to develop this great market potential—our alumni. It also rests with your alumni administrators who play the key role in guiding and leading the development of this alumni market.

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Attracting "new" alumni through continuing education

BY SALLIE K. RIGGS
Assistant Vice President for University Relations
Brown University

The month of May: a time when alumni officers traditionally have been immersed in the details of reunion. But more and more frequently, May is now also the month for closing registrations for summer alumni colleges and meeting with faculty to put the final touches on course outlines.

We at Brown have discovered the value of offering continuing education programs, in one format or another, to our alumni. And such programs are growing as more and more institutions discover how they benefit the alumni program and the institution.

The benefits are many. Additional business for campus facilities helps balance the usually cyclical campus calendar. Lively alumni college topics can attract media attention. Opening the programs to parents and community residents adds a new dimension to typical PR programs for these groups. "New money" comes into the school to supplement faculty salaries and to provide added income for housing and dining operations.

However, while all these benefits are important, the most persuasive one is that alumni continuing education programs attract "new" alumni. Indeed, the prime goal in establishing the continuing education program here at Brown was to diversify the alumni program and develop activities to attract previously uninvolved alumni. Early in the 1970s, during the time of campus turmoil, it became evident that we should reach more alumni through a greater variety of alumni programing, and that already involved alumni should have a chance to know Brown through the basic activities of the university—its educational experience.

We've attained that goal. An evaluation of our first summer college program showed that 95 percent of those attending had not been involved in other alumni activities. And between 65 and 95 percent of those attending our off-campus seminars were not members of the local Brown club or otherwise involved in alumni activities. The same kinds of statistics appear in reports from other institutions.

Frequently these "new alumni" become new donors. Sometimes they go on to leadership positions in the alumni association or even into trustee positions. Just as often they don't, but those who have positive experiences become excellent unofficial public relations officers for the university in their communities. Through interaction with the faculty, they, perhaps better than the most active club officer or association board member, understand what the educational institution is all about.

An additional benefit, one less frequently discussed, is that we alumni officers who develop the program also become better equipped to discuss what the institution is about. There is probably no better way for us to keep in touch with the basic purpose of the university than to work daily with faculty on material that is in the faculty member's realm. And many of us consider the lectures and discussions that we attend a genuine fringe benefit.

The benefits are not all on the side of the institutions, of course. Alumni officers consider a number of factors when determining whether or not a new idea is worth the investment of staff time and money. One of those factors is service: Will the new program be a service to the alumnus who becomes involved? Certainly the answer is yes for alumni continuing education.

Alumni, parents, and community residents are flocking to academic offerings on campuses throughout the country for a number of reasons. Some want to have their minds stretched with new ideas and intense discussions, to be challenged by concepts outside their daily routines. Others find that the specific topics are critical to their development—either enriching their personal lives or adding to their professional expertise. Still others use alumni continuing education sessions to test their mental alertness before returning to school full time at mid-life.

Whatever the reason, many of those participating in continuing education offerings find that their alma mater now provides them a service that the more traditional alumni programs have not offered before.

Earlier in this decade, few colleges and universities were offering alumni continuing education. Though more schools now have such programs, they are still in a minority. Even so, academic sessions for alumni are becoming increasingly popular as the nation's interest turns to filling our increasing leisure time with productive activities and as more people become aware of the benefits of life-long learning.

Throughout the country, continuing education programs take many forms. However, within the broad concept of life-long learning, alumni continuing education programing has a special character. Generally, it consists of short-term, noncredit offerings, developed with a specific target audience in mind. Furthermore, these offerings have the goal of involving that target audience in the basic purpose of the institution, the classroom experience.

How the programs are organized varies from institution to institution. They are developed by alumni offices at some places, by institutional relations offices at others, and by traditional continuing education divisions at still others. (Even when a school, college, or university uses its continuing education division to develop alumni programs, they are most often marketed in the name of the alumni office.)

Alumni continuing education content is as varied as the institutions offering the sessions. Format changes with the geographic characteristics of the alumni body. A sampler:

- four March Wednesday night sessions on the campus;
- a February Saturday day-time offering in a popular museum in a city 1,000 miles from the campus;
- a series of faculty-written articles in the alumni magazine examining a single topic from different perspectives;
- an April weekend at a popular mountain resort;
- a domestic or foreign tour with fac-

ulty providing a reading list and delivering lectures before departure and during the trip;

• a Sunday-to-Saturday program in late June on the campus;

• faculty-prepared reading lists with comments distributed through the alumni publication or through clubs;

• 10 hour-long sessions running concurrently with traditional reunion activities on the campus.

You shouldn't consider alumni continuing education an instant program. It takes careful development, testing, evaluation, and selling.

The most successful programs appear at institutions which make a long-term commitment to develop the program, provide start-up money, and allocate staff time. Many institutions want to put educational offerings on an immediate break-even, or even income-producing, basis. But it takes a commitment of time, effort, and money to build a solid foundation for the project so that it can begin to break even. (In the same way, it took many years for traditional activities like clubs and classes to evolve.)

To build the educational program, test different formats and approaches. The most successful programs appear at institutions that have tried a variety of formats, discarded the losers, and continued to improve the winners. These institutions have learned—admittedly through trial and error—what works best with their particular academic strengths and with the geographic configuration of their alumni. Obviously, not all formats make sense for all places. Not all programs need to include the whole range of offerings to reach the goal of involving new alumni.

Testing and evaluation are critical. The University of Pennsylvania and The Johns Hopkins University offered summer colleges on their campuses for several years with less than breakeven attendance. Believing the basic concept sound, each took a gamble and moved the program out of their home cities to less urban surroundings: Penn to a camp in the Berkshires, Johns Hopkins to a small college campus in Maryland. Both programs are now successes.

Perhaps the hardest lesson that alumni continuing education officers learn is promotion. It was for us. Tradition has it that alumni do not need to be sold alumni programs in the same way they are sold soap. But an advisory committee of Brown alumni in marketing convinced us that we were, indeed, competing with the soap sellers—and all the other direct mail distractions—for our alumni's attention.

Our alumni advisors spent many hours telling us how to improve our direct mail: Emphasize the benefits to the buyer; make it easy to respond; test different approaches; repeat the message in as many ways as possible; take some chances.

And they were right. Alumni continuing education is still a new concept for some people and the concept must be sold. But once the benefits to the participants are clear, they become strong supporters of the program—and of the institution. CASE

How To Plan an Alumni Week

BY JOHN C. THOMPSON
Director of Alumni Relations, The Principia

America has entered the age of lifelong learning. As alumni and public relations directors, our greatest opportunity is to direct the use of faculty and campus facilities for the continuing education of our constituents. The statistics about attendance at adult education courses today point out the hunger that job holders, homemakers, and senior citizens have for broadening their interests and developing their talents.

Where can our alumni organizations fit in the continuing education landscape? First, many of our alumni and friends have an allegiance to alma mater. Second, we have at our disposal the qualified faculty and the necessary facilities (partly paid for by alumni annual giving and bequests) to put together a relatively inexpensive package of courses, guest speakers, and social and recreational programs to share with our benefactors what they have helped provide for us.

The Principia Alumni Association has done just this by turning its program of summer weekend class reunions into a successful Alumni Week. We had decided to give up the usual social gathering of alumni—a tradition at our school since the late 1930s—and develop a more substantive program. We had several reasons for doing this.

1. Many alumni were spending several hundred dollars in transportation to come to our campus in the Midwest for a weekend. We asked ourselves, couldn't we make this investment more worthwhile both for them and the school?

2. The pressure of inflation and the energy problem suggested that, unless we offered more value for the money being spent by alumni, they'd stop coming back.

3. We needed to know our alumni better, and we wanted them to get to know the school better. A weekend was too short to do this.

4. As alumni director, I had found that my contacts with alumni off campus were too brief to develop rapport. I'd have a better chance in a week of contact with alumni at meals, meetings, social gatherings, and as we passed each other on campus. In fact, during our first alumni week in 1974, I got to know most of our 300 guests and their spouses by name and probably spoke with each at least two or three times.

5. Finally, our campus facilities were under-utilized during the summer. In addition, we had the staff to handle a week-long program, and we had many outstanding faculty members who had ideas to share with alumni. We were confident that if we could put all this together in a package vacation at a good price, it would draw alumni.

The response was very encouraging. Alumni Week had 175 alumni attending. We opened our doors on a Sunday in the last week of August and closed on Sunday the day before Labor Day. At this time of the year, our staff was back from vacation, ready for the new school year. The weather was more

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dependable. And travelers coming a long distance had the advantage of the Saturday before and the Labor Day following Alumni Week.

Since we decided to eliminate the annual Alumni Weekend, we planned to offer Alumni Week only every other year. By doing this, we combined the class reunions so that two contingent classes would be coming back to celebrate their reunions jointly. This has several advantages. First, my small office staff can better handle the increased workload on a biennial basis. We have also found that alumni enjoy seeing friends in another class close to their own.

Here is how we organized Alumni Week at Principia.

Publicity

In December, we sent a Christmas card, featuring our college chapel in the snow, to alumni in each of our reunion classes. The inside message expressed good wishes and the hope that the class would reunite in the summer at Alumni Week. We preaddressed the envelopes from our class address plate file and sent the envelopes and cards to each class reunion chairman. These chairmen signed the cards—sometimes adding a personal message—and mailed them. We provided the postage.

This Christmas greeting served a double purpose. The back page was a reply postcard preaddressed to the alumni office with a short message soliciting news from the classmate and space for a reply. As these replies reached us, we sent them to each reunion chairman. He prepared a special reunion newsletter which was printed and distributed to the class by our office in February or March. This newsletter helped get the class thinking about each other and the reunion. We also enclosed a brochure giving full details about the Alumni Week, the faculty who were participating, costs, etc. An application form was enclosed. We invited alumni to send us personal photographs which we then used in the newsletters. In some cases, the newsletters included photographs from old yearbooks, jogging memories.

In June, we sent a brochure to all alumni with full details and another application. This included photographs of alumni taken during the recent Alumni Weekend programs.

In mid-summer reunion chairmen sent a brief reminder card to the reunion class alumni. Finally, we ran large ads in our quarterly alumni magazine. This publicity plan worked well for us, and I believe we will repeat it exactly the same way for our Alumni Week in 1976.

Lodging

Our dormitories are all located close to the center of activities on campus. We assign dormitories by class so that one or more classes of about the same age group can be together.

Each dorm had a host and hostess, usually a faculty or staff couple of about the age of the guests. Usually we asked these couples to help us for several hours each day in other ways: teaching a course, serving as secretary at the reception desk, or being a tour guide. In exchange for their services, they attended the week free. Our only cost for their services was their meals.

Food Service

Our college has a reputation among students and alumni for good food in ample quantities. We decided not to disappoint anyone and gave the food service manager a free hand in doing his thing. Alumni loved it. In a questionnaire which they filled out before leaving campus, many alumni commented that the meals were stupendous. One morning we had a cook-out breakfast on the lawn of our president's home. This provided a good opportunity for the president and his wife to mix informally with alumni. At the end of Alumni Week, we featured a dinner-dance with a buffet, ice sculptures, candlelight, a dance band, and entertainment by students.

The last meal was Sunday lunch. Guests could either eat in the dining room or sign up for a box lunch to take with them.

Program

Monday through Friday was our learning period. Alumni could attend five courses each day. The three morning classes were 55 minutes long. The more serious subjects were given then, when everyone was fresh. After lunch, we scheduled our "fun" courses. The first afternoon period was 90 minutes long; it consisted of tours to historical places near campus, demonstrations by a faculty artist, a course in dramatics, and an alumni choir performance. Each activity required the active participation of alumni.

From 3 to 5 p.m. we offered a recreational program. The swimming pool was open. We held a tennis clinic, and about 75 alumni attended, paying an extra $10. Planned and directed by alumni who are semi-pro players, the clinic was so popular we had to hire extra staff at the last minute. We also offered free bowling and bowling instruction, and a jewelry-making course.

For non-athletes special happenings during the afternoon included museum tours, a visit to the rare books room of the library, and several trips with an archaeology teacher to a nearby site.

Each day got off to a fast start after breakfast as everyone gathered in the chapel at 8:30. This provided a half hour for announcements and short talks by guest speakers. Several people presented aspects of the school's work (development, the history of the school and its leaders, reminiscences). I feel that these talks did much to strengthen alumni appreciation for the school.

In selecting the faculty and guest speakers for Alumni Week, we tried to use well-known present faculty, some of our outstanding younger faculty, and several of the retired and much-loved older teachers.

Each evening, one or more social events were planned. In addition to a square dance, we had several guest speakers, including Principia's president and a retired dean of the college. A concert by our alumni choir was followed by a community sing; a panel discussion featured three young alumni who had high level service experience in the federal government; travel talks and slide shows were presented by faculty. Other programs developed spontaneously when participants wanted to share their knowledge.

The campus pub was always open in the evenings as alumni wandered in for snacks and drinks. Here our alumni minstrels—the banjo and guitar players who come back for every alumni activity year after year—get together for their jam sessions and encourage everyone to sing along and request favorites.

On the last Saturday we devoted the morning to a business meeting of our alumni association and the presenta-

tion of reports about the school by the president, key administrators, and the development department staff. We probably work harder on planning these two hours than any other part of the week. Our real sales job on alumni is accomplished here. Usually alumni enthusiasm for the school and their willingness to support it with renewed inspiration get strong impetus from this session.

Children of Alumni

A few years ago, we had added an overnight child-care program for alumni who wished to bring their families back for Alumni Weekend. With the extension of our weekend to seven full days, we decided to run a short summer camp for alumni children. Because Principia also operates an elementary and secondary school, I felt sure that I could find the right staff people to manage the camp program. Our girls' physical education director became camp director and put together an outstanding week of skill development and fun for children between the ages of 4½ and 17. Our camp staff of ten people were experienced in different areas of crafts, games, and outdoor activities; a nurse and several students and young alumni joined the staff. Sixty-nine children enrolled.

We decided it would be more of a vacation for parents not to have children too close to campus, so we found a 4-H camp operated by the University of Illinois which was available for short-term lease. It was located on a lake about an hour's drive from campus. Our lease arrangement included the services of the camp's superintendent who hired her regular cook to provide the meals.

We especially wanted young alumni to return for Alumni Week, and the camp made it easier for them. We made the fee competitive with local camps. We knew this would not cover our cost, especially since we decided to pay our adult staff more than the usual camp wages. But the expected deficit on the camp was built into the fees charged to the adults at Alumni Week. The camp program was an outstanding success.

Costs

What do you charge for a vacation like this? Adults would easily spend $25 to $30 a day for a nice air-conditioned double room in a motel. Meals would probably run $20 more per couple, and who knows what price to put on the full day of activities which begins with bird-walks before breakfast and ends in the small hours of the evening. Since our objective was to provide a great time for our alumni while covering our costs, we figured that we could reach the black ink side of the ledger by charging $150 per person or $275 per couple. This is about $20 per day per person—a real bargain. When alumni responded to our follow-up questionnaire, not one complained about price.

Families paid $85 per child for the camp or $75 per child in families enrolling three or more youngsters.

Our total expenses were nearly $34,000 and our income was about $500 above that. The alumni director, who set the price and sweated out the budget and counted every head registered, didn't lose his self respect when the school's comptroller saw the final computer printout of expenses.

We did not exclude alumni who wanted to come just for the final weekend. Many had been coming year after year for the weekend activity and wished to continue doing so. Most arrived on Friday in time for the reunion parties. We charged $50 per person—a premium rate—to the 131 alumni who came for the last two days. Their presence really made the difference between making our budget and not doing so. I think in the future many will come for the full week now that they know what a great time the others had.

Analysis

The comments alumni wrote on our follow-up questionnaire emphasize the values they placed on the activity:

"Alumni Week was the most worthwhile week I have spent in years! My love for Principia and all it stands for is certainly renewed."

"I enjoyed everything! I was impressed with the wide variety of activities offered. By the time I left for home I felt renewed in my goals to keep educating myself as a 'whole man.'"

"The marvelous instructors who are so brilliant, joyful, witty, courteous, and friendly will be long remembered."

As you examine the resources of your own institution, I expect that you can find ways to extend your educational process to encompass lifelong learning for your alumni. As you do this, I am sure that the degree of loyalty and financial support from your alumni will increase, their enthusiasm for your school will spread, and they will be more willing to provide their leadership to your fund-raising and friend-making activities.

Continuing Education For Alumni

BY STEPHEN L. BARRETT
Assistant Director, Alumni Relations
Brigham Young University

Is there educational life after college?

From all indications, the answer is a resounding "yes." "Seventy-nine million people want more education," reports the Commission on Non-Traditional Study. Of these, nearly 80 percent want to continue their education *outside* the traditional academic environment.

"The nation's adults," the commission concludes, "want . . . education and a lot more of it than most colleges and universities provide."

The nation's colleges and universities are reacting to this booming desire for life-long learning by offering alumni and others a number of innovative programs. For example:

- Scripps College has inaugurated bicentennial U. S. history tours for alumnae. The tours are guided by professors at the college.
- Wives of Stanford University students may now take special courses. Stanford has also developed a "Portable Stanford" book program. Faculty members are commissioned to write monographs which are distributed to some 7,000 subscribers.
- Golf, swimming, and sailing are on-campus diversions which accompany professor-taught short courses in Colgate University's family summer program.
- Harvard University offers its alumni one-day lecture seminars at off-campus locations.

Continuing education is the key to more meaningful, more successful alumni programming. Here at Brigham Young University, we found in a random survey that most of our graduates want the alumni association to expand the continuing education program rather than offer more cultural events and job placement services. Your graduates may hold the same views.

The alumni association that becomes involved in continuing education will reap benefits for the association and for the institution it represents. One alumni director, for example, urged the university administration to provide training for employees of a local business. When the school, as a service, provided its faculty, the alumni director established rapport with representatives of the firm. The company later made a sizable contribution to the university.

Another alumni director stifled criticism that alumni are contacted only for their annual contribution by providing a free lecture series for alumni at various on- and off-campus locations.

At Brigham Young, our goal has been to induce alumni to become more involved supporters of the school. Some of our most successful presentations have been the following.

• *Youth Programs.* We conduct these programs to attract potential students to BYU. We offer sports clinics, yearbook editor workshops, and journalism conferences during the summer and on special weekends during the year. We also send some of our off-season BYU athletes to various locations to hold youth clinics. After the clinics, the athletes speak to local alumni during evening programs.

• *Travel Study Programs.* Although they are expensive, our travel study programs are very popular. We make certain that alumni participants receive quality instruction and accommodations. Our efforts have paid off, too. An alumnus who dropped out of college took one of the tours and later donated BYU's first endowed academic chair.

• *Nationwide Education Weeks.* In a single year, as many as 200,000 people, including numerous non-alumni, have attended 60 of these three-day series of classes, programs, assemblies, etc., across the nation. The topics are generally directed to youth, the family, or personal development. "How-to" courses taught by selected faculty members are very popular.

In many areas, there is now much competition in the field of continuing education. If you want to build a successful program, don't view continuing education as a fund-raising device, or you probably won't have any takers. To generate an enthusiastic response, you must innovate and be amenable to the interests of your alumni. That is why our offerings range from remedial reading to Appaloosa horse shows; from estate planning seminars for Emeritus Club members to instruction on the health and feeding of infants.

Colleges and universities, as the American Alumni Council stated nearly two decades ago, have "an obligation for the continuing education of alumni." Alumni associations are not solely responsible for that, but they can do their share. CASE

Almanac of alumni programs

BY ROBERT A. REICHLEY
Associate Vice President and Director University Relations
Brown University

Alumni programs are the ultimate source of satisfaction and motivation for both volunteers and staff. If it is true that support follows involvement, or that the two are inextricably linked, then alumni programs are the heart of the enterprise. Whether the alumni organization is fully independent or completely subsidized, programing is both the oldest and newest device of involving volunteers in the life of the institution.

With proper planning, the nature of programs is determined by such factors as type of institution, method by which alumni are organized, quality of faculty, type of student, geography, and market surveys. Programs are silent testimony to the goals and objectives of the institution, to the quality and vigor of the alumni staff, and to the alumni that the institution has produced and that the alumni program has involved.

According to Jack Kinney, executive director of Michigan State's Alumni Association, such basic programs as class reunions, homecomings, awards, and clubs continue to be popular. "We thought these would eventually pass; instead, they are still with us but are joined with many new projects developed because of demand or need."

The Berkeley Alumni Association executive director, Colette Seiple, states that, "Our association has changed more in the last three or four years than it has in the last 30. We have employed more women, young people, and minorities, which has resulted in a variety of new programs. However, while doing all this, we have not only maintained traditional programs but have expanded some of them."

Developing alumni programs is not a matter of substituting new programs for old but of providing both. Most alumni administrators will agree that there is no limit to the programs that could be conducted (given the budget and staff) in the effort to reach all segments of the alumni.

The proliferation of continuing education events and closer relations between alumni and undergraduates, however, probably have made the greatest impact on alumni programing.

At large and small institutions, continuing education is a booming business. The recent Commission on Non-Traditional Study noted that 79 million people want more education. At Brigham Young in 1974, for example, continuing education grossed $4 million and had an enrollment of 172,000 – the equivalent of 9,000 full-time students – in special courses and conferences, home study, education weeks, evening classes, lectures, travel study, degree programs, and many special projects. At larger urban institutions, the numbers are even greater.

The primary motive could be altru-

istic (to help alumni cope with their society and themselves) or more pragmatic (to create greater understanding between alumni and their institutions by placing them in contact with the faculty in an academic setting). For either reason, continuing education programs are increasing and more will develop as resources are made available. Most of those run by the alumni association or office are noncredit offerings on weekends, evenings, or during week-long institutes. They do not require the semester-long commitment of credit courses. Alumni pay registration fees, and some programs are self-supporting. In cases where they are not, they receive subsidies, as do other alumni activities.

Most alumni organizations engaged in education programs have all or some of these activities:

On-campus seminars. These can be a day event, an evening series, or a fall or mid-winter weekend. Registration fees run as low as $15 for an evening series of three or four lectures/discussions, or $78 for a weekend that includes room and board. Reading lists are provided for these events.

To keep costs low and to create an academic setting for weekend seminars, dormitories are provided for alumni use, even when college is in session. Enterprising alumni staff pay students a small fee to move out of their rooms. (One staff member convinced an entire fraternity to move out of its house for two nights and repaid the favor with table tennis equipment.)

Off-campus seminars. Many alumni administrators consider these programs among their most important activities and have made them priority items through budget support. They are generally day-long events, but some cover entire weekends. Two to four faculty members take part as lecturers and discussion leaders. Reading lists are provided before and after the seminars. Registration fees average between $15 and $25 for day-long sessions, $60 to $80 for weekends. The arrangements may or may not be made in conjunction with an alumni club or regional organization. Even where there is a close working relationship with club officers, alumni staff experienced in developing such events handle many of the details. Whatever the organizational pattern, most institutions invite all alumni in a region.

The right location for off-campus seminars is very important. The settings are varied: art galleries, oceanographic or space laboratories, ships and resorts, for example. Increasingly, staff members are working cooperatively to hold the events on other campuses, and sometimes faculty from the host institutions participate.

Alumni colleges. Probably the most prevalent of specialized continuing education programs, alumni colleges are usually held in the summer, attracting from 45 to several hundred registrants. Most programs last about a week; others (Dartmouth, Stanford) run longer. Prices in 1976 varied from about $150 to $280, depending upon services and length of the program. Alumni live in the dormitories and use the campus for academic activities and recreation. Many alumni colleges offer children's programs for a separate fee, with evening babysitters and enrichment programs for different age groups.

Subjects and format vary, but most alumni colleges have one or two core courses. Some offer optional "short-courses" as well. Daily schedules are mixtures of lectures, discussions, and workshops in art, photography, theatre, and writing. While it is important for you to offer some recreation and leisure time, you'll find most participants expect to spend their time on activities they cannot find at home: lectures and interaction with faculty; discussions with other alumni; and use of the libraries, studios, and laboratories.

Reading lists precede virtually all alumni colleges, and supplemental reading generally follows some time after the event as a reminder of next year's alumni college.

Intellectual fairs. These events generally are one- or two-day smorgasbords of intellectual, cultural, and issue-oriented lectures and forums. They are usually designed to take place when alumni are on campus for other reasons—most often reunions. Some have been held on the Saturday morning of large football weekends, especially where alumni travel long distances and arrive the night before the game. If these collections of short-term educational events are varied and attractive, they can draw several thousand alumni and their families.

Faculty generally lead the sessions, but knowledgeable alumni, parents, community leaders, faculty and staff from other institutions, and honorary degree recipients can also lead interesting and diversified programs. Most colleges schedule forums and seminars in competition with each other, and subjects run the gamut from finance and problems affecting the nation to poetry reading and chamber music.

When they are an integral part of the reunion program, the sessions are publicized in the mailings of each reunion class. Usually there are no registration fees, and the programs are open to all within the campus community, including neighbors of the college.

Special graduate programs. These programs vary from one-day institutes or evening series to semester-long events. They are generally specific in nature. In many cases, they are the responsibility of the graduate school; but, when alumni offices are attempting to involve large groups of graduate students who have done their undergraduate work elsewhere, they sponsor special seminars and workshops.

Existing academic courses. Regular on-campus college courses are being opened to local alumni for credit or non-credit, generally for a fee but in some rare cases free. Some faculty members are using alumni with special expertise as guest lecturers.

Print projects. Through publishing projects, many associations share seminar and alumni college programs with alumni who could not attend. These published reports often appear in the alumni magazine (Brown), but others are part of special direct mail projects.

Alumni magazine involvement depends upon the quality of the material; not all spoken lectures are suitable for print. Alumni magazines also publish continuing education material through scholarly articles by faculty and alumni. In a number of instances, special continuing education publishing projects have been developed exclusively for the alumni magazine. The "Portable Stanford" program is a major direct mail effort exporting the university to its external audience through paperback books written by faculty members. Under more modest circumstances, alumni offices provide reading lists on various subjects and send them directly to interested alumni.

Movies, video, and audiotapes. Alumni continuing education programs have had limited success in using audio-visual materials as the centerpiece for programs, even though they are practical for gatherings in distant areas. A movie or a tape can be sent when an alumni officer cannot justify the travel expense for faculty or staff. Taping continuing education programs and offering them for sale has not been very successful except when the audiotapes are very specific in content and are accompanied by other material in print or visual form. Videotape use is increasing, but wide appeal depends on the accessibility of playback equipment.

Film is more successful because it is easier to handle. An institution that was fortunate enough to secure from a network a half-hour art film of an exhibit of French impressionists distributed it to alumni clubs.

Educational tours. A rapidly developing aspect of the continuing education programs is the educational tour. While even the most basic charter trip can be very educational, some alumni associations or departments will not run any tour without continuing education content—suggested reading material and lectures by faculty members before and during the excursion.

Whether an organization uses one or all of these programs, some concerns are common to all. Key among these are relations with the faculty. When faculty members are convinced that the staff has a serious interest in scholarship and that the program is intellectually sound, most will participate enthusiastically. It is not a small commitment, for they do this in addition to their regular teaching and research. Most associations and institutions pay faculty for their involvement; a few hire faculty members or deans to run the academic side of the program. A few others have persuaded the academic community that it is part of its responsibility to the institution and in its own best interest to contribute services.

Whichever is the case, faculty members are the keystone of the program, and their presentation, cooperation, and interaction with staff and alumni affects its success.

The question of topics is as important as faculty relations. The topics must be appropriate for an institution's particular strengths, must be interesting to alumni, and must be of some benefit to participants.

Once an institution has designed programs, it must promote them. Many associations fail to realize that, when a seminar fails because of low attendance, it may be because it was poorly publicized. Too often the college assumes that the alumni were not interested. A calendar announcement is not enough. Creative repetition and good marketing techniques are necessary to obtain alumni attention. CASE

Summerweek

Plenty of "positive fallout"

BY LAURA NEWMAN
Director of Alumni Relations
Ohio Wesleyan University

Summerweeks '77 and '78, Ohio Wesleyan's first week-long learning experiences for alumni, are now history. Let me report the happy ending before I tell the story. Some, but not all, of the positive fallout has included:

1. Some alumni who had not been back since graduation have returned to campus.

2. We have discovered new volunteer leadership. Two "graduates" of Summerweek have been elected to the Alumni Board of Directors. Another was nominated for alumni trustee. A fourth chairs the planning committee for our first all-day off-campus alumni seminar.

3. Almost all Summerweek alumni have subsequently supported local alumni activities.

4. Two attendees have included Ohio Wesleyan in their wills.

5. OWU has received extensive publicity for Summerweek—mention in the *New York Times* in 1978 and articles in area and local media both years.

Summerweek is born

Consistently impressive attendance at Alumni Weekend's "Alumni College" lectures led the Board of Directors of the Alumni Association to recommend an extended alumni college to the university administration. Once the administration gave its go-ahead, our first step was to assemble a planning committee composed of alumni board representatives, current OWU faculty, and the director of alumni relations.

This *ad-hoc* committee was headed by the chairperson of the board's Committee on Continuing Education, fortuitously an astute and talented public relations professional. After each Summerweek, we have added participants to the planning committee for the next year. This committee met for five half-day sessions before the first Summerweek; less frequently to plan '78.

The university budgeted $2,000 for the event, with the *caveat* that our goal must be to make Summerweek self-sustaining. In the first year, we were overly generous in services and food. Also, prices rose after we announced fees. As a result, expenses went $2,000 over the budget.

The second year, we cut the deficit to $900, much of it in-house spending. In 1979, by raising the registration fee and eliminating the expensive and sparsely attended programs for children, we hope to break even.

Summerweek develops

Planning for July 1977 began in Spring 1976. The committee christened the event Summerweek, a recyclable title expressing the right mood.

Choice of theme. 1977's theme was "Society in Search of Values"; 1978's, "The Magic of the Word"; 1979's, "Freedom and Responsibility in America."

These are intended to be provocative and of current interest, but not so current that they might be obsolete before July. Further, these themes are flexible in case our first choice of faculty isn't

available.

Timing. Ohio Wesleyan's traditional Alumni Weekend is in mid-June. Because we felt a different audience would respond to this event (we were right!), we chose a week in mid-July. Residence hall space and other facilities are available at that time, although we must share with conference groups and summer school students. Also, the general vacation exodus of the faculty usually has not yet begun.

Promotion. This is our biggest expense, but probably necessarily so. In November, we send to the entire alumni mailing list of about 29,000 a teaser message with a return coupon requesting complete information. The response both years has been about 1 percent.

"Complete information" consists of a booklet giving names and backgrounds of speakers, suggested reading list, description of extracurricular activities, the daily schedule, and fee information. The booklet contains a reservation coupon, asking for a $25-per-person deposit.

This year, we will mail a promotional newsletter to those who have attended and to those who responded to the '77-'78 teaser mailings.

The February issue of the *Ohio Wesleyan Magazine* carries complete information, plus a reservation form, and, the first year, used as its cover our Summerweek logo, the learning tree. Other university publications carry ads for Summerweek, and a postal slug appears on outgoing university mail.

We display posters at all alumni events, on and off campus, and distribute some to out-of-town alumni for display in their churches and other public places. We also sell Summerweek t-shirts on Alumni Weekend, which has about 1,000 attendees, and, of course, during Summerweek itself.

According to written evaluations by participants, the most effective publicity, has been word-of-mouth. We don't leave this method of promotion to chance. At all off-campus and on-campus alumni events university representatives give Summerweek "commercials." Participants in the first Summerweek were asked to give "testimonials" at subsequent gatherings. In the spring of 1978, each person who had attended Summerweek '77 was asked to call people in his or her area to talk about the experience.

Summerweek arrives

Participants register any time after noon on Sunday. The first scheduled event is dinner Sunday evening; checkout is right after breakfast on the following Saturday.

Each morning Monday through Friday contains two successive lectures, beginning at 9 a.m., on related aspects of the theme. A question-and-answer period follows each lecture, and there is a break for mid-morning coffee.

A discussion period with the speakers of the day follows lunch in the residence hall. Participants decide each afternoon whether to relax or engage in "practical" activities. (I ask on the reservation form for an indication of interest in the various planned afternoon events so I will have some idea of numbers for planning transportation, space, and staffing.)

Afternoon offerings have included hands-on sessions on the computer, cardio-pulmonary-resuscitation training by the nursing faculty, a campus tour with a student guide, a walking tour of local attractions, swimming at the private pool of a generous local alumna, and the opportunity to use the university's athletic facilities. The group gathers for a social hour late in the afternoon and then dines together.

Evening activities are varied. We've had dramatic readings by the Theatre Department faculty, a lecture-recital by the Music Department faculty, a workshop on "listening" run by volunteers of the local crisis intervention center, a movie related to the Summerweek Theme, and a sing-along picnic.

Near the beginning of the week, we schedule a group activity that will encourage getting acquainted. In 1978, it was the listening workshop, held on Monday night. This worked better than a first-evening get-acquainted social event, which we tried in 1977.

We conclude with a gala dinner in the university president's home followed by a "graduation" ceremony, complete with diplomas and class photo.

Summerweek checkpoints

Staffing. Choosing an effective moderator is of primary importance. Good candidates have excitement about the theme and skill in presiding; are both stimulating and soothing; can summarize; and are willing to be involved with the "students" all week at all activities. Dynamic young alumnae have served effectively in this role—in '77, it was a professor at another college; in '78, a minister.

As lecturers, we have recruited recognized OWU faculty giants, one revered emeritus each year, and some newer faculty to reassure alumni that the tradition of good teaching continues.

Both I as director and my assistant, a recent graduate, participate in all Summerweek events. We welcome alumni when they check in and wish them Godspeed when they depart. In between, we make housekeeping announcements; serve as drivers, bartenders, and guides; and answer questions. A current student also assists as bellhop, projectionist, and authority on student life. Our solicitous care-and-feeding has been high on participants' lists as a positive feature of the week.

Honoraria. We pay our lecturers $60 for a lecture or $100 if they stay all week and live and eat in the dorm. As a bonus, their spouses can attend free, with free housing, paying only for meals. We pay the moderator $100 and travel costs, plus room and board.

Fees. In 1977 and 1978, we charged full-time live-in participants $195 per person, with a slight reduction for each additional family member or friend who came along.

The fee for commuters was $100 per person, which included all activities, all lunches, and the dinner at the president's. In 1978, fees included several paperback books, mailed in advance, which were recommended as reading by the faculty. Inflation is forcing us to raise the fee for 1979 to $225 per person.

Summerweek evaluation

Who came? Alumni, parents of current students, and their friends from 19 states attended—30 full-paying participants the first year; 37 the second. Both years, others joined the group for part of the week. While we don't encourage part-time participation, we don't turn anyone away. This is the ideal size group for interaction and congeniality; however, for economic reasons we would like 50 participants.

Alumni represented classes from 1919 to 1962 (some faculty were

younger alumni). The classes in the '30's had the highest percentage of representation. Eleven of the attendees in 1977 returned in 1978.

What did we do right? Evaluation forms, distributed in each registrant's kit and returned to us before departure, lauded: intellectual soundness of the program; high quality of the faculty and their accessibility through the week; skill and warmth of both moderators; gracious hosting of the concluding dinner by the president and his wife; reading materials received ahead of time; and the presentation of diplomas and class photos.

What did we do wrong? Comments after our first venture told us we were guilty of: scheduling evening trips out of town which kept participants up too late; not allowing enough time for discussion; not building into the program time for relaxation when nothing else was going on; limiting accessibility to the lounge to times when an activity was scheduled there.

Experience has taught us to:

• Include these items in the material we send ahead of time: a campus map; a reminder that a dorm isn't the Hilton; a suggestion to bring an alarm clock, a mirror, and a reading light; and some idea of the wardrobe that will be comfortable and appropriate.

• Prepare a detailed scenario to be distributed a week ahead of time to everyone behind-the-scenes – food service, housekeeping staff, switchboard operators, campus security – as well as to moderator, faculty, and staff. The scenario lists precisely who should be where when, and what set-up, equipment and supplies are needed.

• Plan substitutes for outdoor activities in case of rain, and think about alternate locations if the air conditioning goes out in a closed-up classroom building.

• Expect to be drained and exhilarated when the week is over, happy with fine memories, and eager to start building next year's event. CASE

Turn off TV, Tune in a Book

BY NANCY HARPER
Assistant Editor

"Tired of television? Movies too expensive? But you still feel an urge to drift off to another world . . . ? Well, how about a good book?"

That's the lead for an intriguing and successful feature in *Horizons*, the University of Cincinnati's alumni magazine. The feature is "Leisure Time Learning" (LTC) and UC alumni love it.

It began four years ago when UC President Warren Bennis suggested that the magazine include a regular continuing education feature. "We took it from there," says Alan Wright, executive editor and director of publications.

The idea was to provide a reader service (at retail prices) for alumni. Each month, a three-page spread in *Horizons* would feature 20-30 titles on a particular topic, available through a bookstore. An editor or a faculty expert would choose stimulating works not readily available in commercial bookstores. The results for alumni would be a non-credit course and a working knowledge of a variety of subjects.

Whenever it's possible, the *Horizons* editors pick an LTL topic that complements the lead story or the emphasis of the issue. For example, editors planned a three-part series in the magazine about the Cincinnati Police Department and its relationship with the university. For the second issue of the series, they offered in LTL a variety of books on "policing." They asked police officials and professors in UC's criminal justice-related programs to list the books they would recommend. Books included everything from Joseph Wambaugh's *The Onion Field* to scholarly treatments of penology.

When time is short, the editors try to find a topic with general appeal, instead of seeking suggestions from others.

After completing a book list on a topic, the editors turn it over to the bookstore. Staffers check each title for availability within the time limit, and reject those that fail the test. Then, a *Horizons* staff member borrows a copy of each book to use in illustrating the spread and in writing a precis.

The response to the feature is heartening, says Wright. "Readers often suggest books and topics for future coverage and, although most of the comments are favorable, readers are quick to let us know if we haven't satisfied them with a particular offering."

After a year of maintaining a rather strict academic range of topics, the editors decided to loosen up. They've included these topics, among others:

• A two-part feature in which leading Cincinnatians answered the question, "Read a good book lately?";

• A "literary cocktail party," in which several deans and top administrators recommended books on any topic; and

• "All about TV," with books suggested by members of the Mayor's Task Force on Cable Television and by a member of the university's broadcasting department.

Realizing that man does not learn from books alone, says Wright, "We even offered several reproductions of *objets d'art* in the permanent collection of the Cincinnati Art Museum." A brief essay on its historic and aesthetic significance accompanied each piece.

While the LTL project is popular, Wright suggests that, if you begin a similar one, don't attempt to handle the shipping and record-keeping through your office. Rather, work with a bookstore. And choose it carefully.

After several attempts to find the perfect bookstore, the staff now works with one in a large department store. The size of its operation allows a large supply and varied selection of books, detailed computer records of each transaction, and full-time attention by a trained and interested employee.

"Leisure Time Learning" is profitable for the bookstore, which sells the books at the retail rate and mails them postage-paid. *Horizons* receives no percentage of the profits, but considers the public relations dividends considerable, Wright explains.

He urges you not to lock yourself in

to a certain style or pattern. Flexibility assures that you will appeal to a broader range of alumni interests.

Although the feature is of top priority for *Horizons'* editors' time, occasionally even higher priorities intrude. Then, Wright says, "Leisure Time Learning" is the easiest place for a bit of editorial belt-tightening. "All it takes is a good-sized flood of proofreading, several brochures that need immediate attention, or a major PR project, and it's in danger of being narrowed in scope."

When that happens, LTL offers biographies or other books already in stock instead of inviting responses from many community leaders.

The editors allow plenty of lead time for LTL work—at least two months ahead of the magazine's regular deadlines. After receiving a list, the bookstore needs time to order titles not in stock. The publications staff has to have copies in order to write the summaries and lay out the spread.

Ordering is made easy in *Horizons:* "Turn off the TV and turn to the convenient coupon we've included. It's your reservation form for a trip to a different world." CASE

CASE *Creative Communications Art*

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alumni travel

going a long way

A Tour Host with the Most

BY FRANK B. JONES
Executive Alumni Secretary
Indiana University Alumni Association

Editor's note: Whether you've been involved in alumni travel for years or are just getting started, here's some helpful advice. Jones has directed dozens of alumni jaunts for Indiana.

We firmly believe that, to make a tour effective, official hosts should have clearly defined responsibilities. At Indiana University, our tour host must be a university officer, member of the faculty, alumni association officer, or other well-known alumnus/a. As a matter of policy, we send a staff member on every tour involving more than 80 people.

The president selects the host and I invite the alumni association official and/or staff member.

We set six main responsibilities for tour hosts:

1. Understand that the general purpose of the tour program is to build alumni support for the university and for the alumni association;

2. Give tour members the opportunity to learn more about the university and to be aware that the tour program is an educational program for alumni;

3. Help members broaden their acquaintances with others on the tour;

4. Check for sickness and accidents among tour members. Many times, people do not know what to do when they become ill overseas. Some are reluctant to call the travel agent about their sickness and retire to their rooms to suffer in silence;

5. Act as the link between the tour agent and members of the tour. Many of our travelers do not realize the services available to them; and

6. Prepare a written evaluation of the tour after it is over. This invaluable service helps the tour planner in the alumni office evaluate the marketability of future tours and the efficiency of the tour operator.

At Indiana, our director of tours keeps a master file covering each trip. This file contains all mailing pieces sent to alumni, correspondence, names of those who have indicated interest in the tour, and names of those who finally sign up. Copies of all special requests (diabetic food, room requests, and so on) go into the file before we send originals to the tour agent. We also keep on file the first name, nickname, and degree(s) of each tour member.

It is essential that the tour host read through the folder before the group leaves. Many hosts want to read it again when the tour returns. For each tour, our director of alumni travel programs meets with the host and goes over a checklist of responsibilities.

Conducting a large tour group is hard work, a point that not everyone realizes. If a tour program runs smoothly, it means that someone behind the scenes is working like mad!

Tour Host Checklist

Prior to departure

A. Send a "welcome aboard" letter upon receiving deposit.

- ☐ Enclose deposit receipt.
- ☐ Include a brief biographical sketch of yourself.
- ☐ Mention further mailings to come, such as tape lending library or opportunity for earning college credit.

B. Do biographical research.

- ☐ Find out the birth date, occupation, alumni status, degree(s), and class year of each member.
- ☐ Check on experience with alumni association:
  - ☐ previous tours ☐ attendance at alumni-sponsored events
  - ☐ volunteer record ☐ donor information (for future gift potential)
  - ☐ membership
- ☐ Ask about health problems: handicaps, special diets, medications. Are there any alumni doctors on the tour? Are they willing to help out?
- ☐ Prepare a short biographical sheet for each participant to fill out on the outward plane trip. Then pass these around to help all get acquainted.
- ☐ Research and contact alumni living in the country you will visit about their participating in a portion of the program while your tour is there.

C. Discover procedures to follow for:

- ☐ Reporting illness, accident, and/or death of participants
- ☐ Contacting local doctors
- ☐ Finding lost luggage
- ☐ Dealing with people missing when transportation leaves

D. Establish the relationship with the tour agency and its representatives.

- ☐ Where information desk will be located and what will be available there
- ☐ How to handle participants when transportation is late
- ☐ Entertainment budget: how much, how to obtain, what it is to be used for, what receipts are necessary
- ☐ How to handle complaints: different quality of rooms, smokers vs. non-smokers, seats on buses, late arrivals, incompatible roommates
- ☐ Insurance: trip cancellation, baggage, life
- ☐ Local tours and side trips: who is responsible

On tour

A. Work toward good host/participant relationships.

- ☐ Know each participant by name.
- ☐ Arrange to have dinner with a different participant or couple each evening.
- ☐ Do something nice for each one during the tour—a special meal, memento of trip, or excursion.

B. Appoint committees for participants.

- ☐ "Don't muss the bus" committee ☐ Luggage control committee
- ☐ Complaint committee ☐ Birthday committee
- ☐ "Pills and ills" committee ☐ Special events committee

C. Miscellaneous

- ☐ Arrange to have a photo taken of the entire group near a memorable spot. Make a copy available either as a gift or for sale.
- ☐ Design a tour evaluation form to be given as you return home.

Post-tour activities

- ☐ Prepare a written evaluation of the tour.
- ☐ Arrange a reunion of tour participants three to six weeks after the return and invite members to share slides with one another. CNSC

Calling adventurous alumni to white water, black sea

BY NANCY HARPER

"As a member of an escorted tour, you don't even have to know the Matterhorn isn't a tuba," says Temple Fielding in his 1963 *Fielding's Guide to Europe.*

Those days have passed, leaving us with embarrassing memories of "It's Tuesday so this must be Belgium," and of Ugly American tourists who know nothing of what they see.

Today, the guided tourist more likely follows Samuel Johnson's advice: "... in travelling, a man must carry knowledge with him if he would bring home knowledge."

Whether it's called alumni college, continuing education, or a travel seminar, the educational tour is becoming an important function of alumni associations. Here are a few to whet your appetite.

Recharging Batteries

To the Lands of the Scythians goes the Harvard Alumni College at Sea. From Athens the group will cruise through the Dardanelles to Varna, Odessa, Yalta, and Sochi on the Black Sea. These ports provide vacationing Europeans with fun and sun. The Harvard alumni group this summer will enjoy both, but with an added emphasis—ancient art and archaeology.

The 50-60 participants in Harvard's "Escape to the Lands of the Scythians" will study under the guidance of two distinguished teachers.

The group travels by first-class cruise ship. Elizabeth E. Kimball of the Associated Harvard Alumni says, "The college promises to be mind-stretching without being tense (no quizzes, credits, or grades), providing an enjoyable way to recharge our intellectual batteries in combination with social comforts...."

To make it all easier, the promotional materials include a reading list/order form. Suggested books may be ordered from Harvard's COOP.

Wild River Rapid Shooters

So you don't have lectures, seminars, and reading lists. As anyone who has done it can tell you, wild river raft trips are educational. Here are two schools that offer this excitement to their alumni.

Idaho State University alumni have preference on registration for the Salmon River float trip. Scheduled for August 15-20, the trip will cover four gorges in the seldom-traveled Lower Gorge of the Salmon.

White water float trips seem natural for institutions in Idaho, but somewhat surprising for Coe College in Iowa. Coe's alumni see nothing unusual about the idea: The proposed Yampa-Green River trip has had "excellent" response.

Both the ISU and Coe College groups use experienced and licensed outfitters, and charge $150 per person for the trip.

The Edible Platte River

No, it doesn't mean that you can eat the Platte River. It does mean that the University of Nebraska alumni group learns about, searches for, finds, and eats wild foods growing along that "mile-wide, inch-deep" waterway. They travel, according to Carole Reno, director of NU alumni services, in canoes provided by an outfitter.

"It's a frontier trip," Reno says, "complete with an expert in foraging, an historian, and an entomologist—all from the university."

The Edible Platte trip is similar to a canoe venture on the Niobrara River sponsored by the alumni association. Both extend from Friday night to Sunday afternoon, and both include courses in canoe safety and water courtesy.

The Niobrara trip, in northern Nebraska, emphasizes the folklore of the High Plains. It is led by an English professor who uses his banjo when he talks and sings about prairie life.

"It takes a different eye to see the beauty in flat lands," Reno says. "But through the tales of the folklorist, and with the help of the entomologist, alumni travelers discover that difference."

Oberlin's Ireland

It involves a little extra work for the alumni association staff, but Oberlin College's educational tour of Ireland is worth the effort, according to Jack Purvis, director.

The staff begins with an agency tour and personalizes it for their own institution by building in an educational dimension—an Oberlin sociologist and anthropologist. A list of suggested readings prepares alumni.

The 57 participants in the latest Ireland trip enjoyed visits to county fairs and theaters. They met with Irish government leaders and visited the Waterford Crystal factory.

Disney and the Middle Ages

Princeton's "Uncommon School" for alumni offers triple benefits: sunshine in early March, a comprehensive study of the Middle Ages, and a trip to Florida. What better way to beat the winter blahs?

Three Princeton professors led 17 different seminars and lectures during the three-day alumni college program. The lectures and the three full-length movies covered medieval art, government, religion, science, and education. This year, 82 "intellectually stimulating and receptive" alumni participated, according to Dorothy L. Flohr of the Alumni Council.

The seminar schedule left little time for recreation, Flohr said. But for the off-hours, nearby Orlando and Disney World proved attractive. The hotel provided child care and recreational facilities.

The Alumni College Florida project is one of many sponsored by Princeton within the United States. This summer, the university plans the first such tour outside the country—in France.

"An Old Civilization in a Modern World," is the title of the 11-day study of Normandy. The 50 participants will visit offices, factories, political centers, law courts, churches, and museums in Rouen.

Navajo Land in Tents

"Did you really sleep in tents?" we asked, after reading the promotional literature for the Stanford Alumni Association's Hopi-Navajo Expedition.

"Yes," was the reply, "though some people just slept in the dirt." According to Alice Coogan, administrative assistant, Travel/Study Programs, "the tents came in handy for warmth and privacy. One morning everyone woke up to find an inch of snow on their sleeping bags!"

Peter Voll, director of the program, led the 16 Stanford alumni in maxi-wagons through the northern Arizona Indian country. They visited the Wupatki and Anasazi ruins, Navajo National Monument, and the Painted Desert. An outfitter cooked, guided, and drove the group, and an anthropologist from the University of Arizona provided expert commentary.

One highlight of the trip was the opportunity to see the clan dances on the Hopi mesas—something outsiders rarely see.

Another kind of highlight, according to Coogan, was a horseback ride to the Keet Seel ruins. "Usually a pleasure ride," she said, "it was something of a survival test for our groups as we were caught in a fierce dust storm, the likes of which our Navajo guides had not seen for 20 years."

It's an educational trip in time . . . for the strong of heart and foot.

England on Foot

Have you ever wondered how the average British university student lives? A group of Agnes Scott College alumnae will know after their trip this summer. For three weeks, they will stay in university dormitories all over England and Scotland.

During the days, they will walk—in Bourton-on-the-water, Morton-on-the-marsh, and Stow-on-the-wold, among other places. Michael Brown, chairman of the ASC history department and a native of England, leads the group. He also handles housing arrangements.

Each registrant receives in advance a two-page reading list upon which Brown will base his daily lectures. The list covers everything from Trevelyan's *History of England* and Churchill's *History of the English Speaking People* to Jenkins' *Elizabeth the Great*.

Travel with your Colleagues

By combining exciting travel with high-quality professional seminars,

you offer an added service to your alumni travel program, according to Robert E. Shackleton, director of alumni affairs at Florida State University.

Shackleton, formerly with Michigan State University's alumni association, has wide experience with educational tours for alumni groups.

He believes that a successful tour depends on these ingredients: an attractive destination; a reasonably priced total package; a single, rather than move-around, destination; a one-week limit; and use of a hotel that provides facilities for seminar sessions.

A successful example of the professional tour was held for the MSU College of Veterinary Medicine Alumni Association. The 51 participants spent the week on Bermuda.

Daily seminars were arranged by the associate dean of the college of veterinary medicine. The seminar faculty included two MSU professors and two prominent alumni practitioners.

While the seminar schedule permitted plenty of free time for leisure, seminars were of such value that they often continued long past the scheduled closing times. Five veterinarians living on Bermuda joined the group after having worked out a rotation system to leave one on call at all times.

Participants in the MSU seminars received certificates of participation. Shackleton plans to go a step farther after the planned Florida State Alaskan cruise for business executives by awarding Continuing Education Units for successful participation. CASE

Add more education to your travel program

BY STEPHEN L. BARRETT
Executive Director, Alumni Association
Brigham Young University

If it works, popular wisdom counsels, leave it alone. Alumni group travel programs don't merely work—they work well. They meet the goals of the alumni associations that sponsor them; they satisfy alumni. So why change?

Admittedly a last-minute flight cancellation or the theft of a traveler's wallet has occasionally marred a trip abroad, but such troubles are happily rare. Alumni enjoy the ease of prearranged travel with a congenial group at modest cost. Introduction of an educational element complicates arrangements and adds to the effort and expense. Why bother?

Over the past 10 years I've been involved in 38 alumni travel programs, both educational and noneducational. I've given the question much thought and have concluded that educational travel belongs in the alumni program. Here are my reasons:

1. IRS charges that fun-filled weeks in Acapulco do not measure up to the educational purposes of your institution. As a result, a number of tours are now classed, for tax purposes, as unrelated business operations. That reason alone may suffice to encourage you to add more educational aspects. But there are additional, if less obvious, reasons.

2. An educational emphasis helps sell the tour. In the past three years, our

CASE *Creative Communications Art*

association has operated an Eastern Mediterranean cruise tour for 601, 450, and 465 people respectively. These tours have included at least two professors (sometimes four) who gave up to 16 shipboard lectures in the two-week cruise, most of them repeated twice to accommodate the participants.

Our alumni return from these trips brimming with interest in and enthusiasm for the Middle East. Their feelings are contagious, and we have not yet really had to sell the next tour. So far, the Mediterranean cruises have been full each year before the brochures come off the press.

3. Alumni educational travel costs the institution nothing. The participants cover all costs.

4. Educational tours help build the image of your institution. They demonstrate that it is serious about the importance of education for all ages. Furthermore, you may be able to offer the option of transferable credit because university professors provide the instruction. This credit means a lot to many participants.

5. A well-designed alumni educational tour rounds out an already good alumni program with a high quality activity that almost all alumni see as desirable. An experience that combines pleasure and learning engenders strong positive feelings toward both the university and the association.

Perhaps this actual experience from one of our tours can best illustrate the value I see in such programs.

High in the Bolivian Andes, a dirt mound covers the remains of the ancient city of Tiahuanaco. It is 20 miles from a large lake. Archeologists have cut an opening on one side of the mound, and in this opening stand two BYU alumni: a middle-aged car dealer from Detroit and a great-grandmother from Salt Lake City. Exploring with their hands, they feel the water-worn, rounded stonework on the lower levels and then the sharp-edged, square-cut stones above. Their eyes sparkle.

They have "discovered" the evidence for the hypothesis the professor had just advanced. In 2500 B.C. the lake was there at Tiahuanaco, which was once a port city on a large inland sea.

The car dealer returned to Detroit and later earned an additional degree in archaeology. He contributed to research in the field. The old woman instilled the joy and excitement of learning in her grandchildren and great-grandchildren.

Aren't these reasons enough to add education to your travel program? CASE

7

volunteers

tapping alumni talent

To manage workers, be firm, open, informed, and unafraid

BY ADELAIDE M. ZAGOREN
Executive Director
Associate Alumnae of Douglass College
Rutgers University

Both the volunteer and the manager of volunteers play specific roles in any volunteer project. It is important to look closely at these roles if you work with volunteers and want an effective organization.

Any professional manager of volunteers must be prepared with carefully thought out proposals, research to back them up, creative ideas, a suggested schedule, and a well-organized set of supportive office procedures. But these must all be put together by the central volunteer group responsible for the project. In this way, the plan becomes their project; they have the responsibility for carrying it to its successful conclusion and for coping with the inevitable problems that arise.

The professional manager, in my opinion, must never *appear* to be the absolute leader of the operation. To the public, the volunteer is the leader and the manager is the support person. To the volunteer leader, the manager is a partner. They do not necessarily do the same things as partners—each has a specialty that complements the other.

The volunteer leader's job is to be the public advocate for the project. In this role, he or she inspires other volunteers to accept and carry out their responsibilities, to work actively to complete the program, and to be the spokesperson for the project—the one who signs correspondence, presides at meetings, and is quoted in the media.

The manager's job is to provide professional leadership and know-how, to give necessary support services and research, to work out office procedures and mechanics for a smooth-running operation, to keep everything on a strict time schedule, to plan training sessions, to develop written materials, to foresee problems and to work out solutions, and to serve as liaison with related groups.

Another vital part of the professional's job, unless it is a one-time only project, is to develop leadership for the following year. A project is not truly successful, no matter how outstanding, if there are no leaders who can carry on.

To help managers do their jobs, I offer these tips:

1. *Keep close to your volunteers.* Show interest in their ideas and help them find satisfaction in their jobs. Compliment them on work well done. Keep them abreast of successes and progress, and help them feel their plans are working well. Review problems with your main volunteers and solicit their help in resolving these problems. Make them feel that they are an important part of the team.

2. *Know what your volunteers are doing.* Ask for periodic reports right from the beginning. These will help you to know who is completing assignments and who is not handling problems or following through.

3. *Don't be afraid to replace a volunteer or to keep pressing a non-performer until he or she performs or resigns.* This is best done with the support and assistance of your chairperson. Always have a trouble-shooter in the wings. Proper structure also may help minimize non-productive volunteers. Have each function be as independent of the other functions as possible so that one delay or bad choice of chairperson doesn't hold up all functions.

4. *Give each volunteer the authority needed to do the job well, and make certain that authority is respected by everyone—including yourself.* Don't usurp his or her job, and don't send mailings using the volunteer's name without permission. It is important to respect the integrity of your volunteers.

5. *Be firm on the importance of a positive attitude.* Everyone likes to work for a winning team and to give to a winning campaign. Many people, however, are apt to worry out loud. They believe they can get people to work for or give to a campaign to save it from failing. This is not the way to get people to work and give. Even if your statistics are at a low ebb, find something positive to say publicly and then quietly find a way, with the help of your highest echelon of volunteers, to turn the tide.

6. *Use your volunteer's available time wisely.* Don't, for instance, schedule meetings only to disseminate information. This can best be done in writing. Schedule meetings when you need discussion, inspiration, and enthusiasm.

7. *If your volunteer makes an error or causes a problem, share in the responsibility yourself and help clear it up without finger pointing or condemning.* If you must criticize, make it positive, guiding, and instructive. Always be flexible if something backfires or fails; change gears and try a fresh approach.

8. *If you want to manage volunteers effectively, communicate.* All team members need to be kept informed about the project's progress and to be reminded of deadlines. They also need to have someone bolster their enthusiasm and recognize them for reaching important goals. Meetings and telephones are two ways to do this.

You can use the news media to inspire and inform the general public as well as your volunteers. Overall, I find a regular, informal newsletter sent to the entire team gets the message across most effectively.

A professional manager is like a symphony orchestra conductor. He or she does not make the music. With eyes on the score (or the total plan), the leader conducts the orchestra. He or she makes certain each section comes in at the proper time with the proper volume. The conductor keeps some sections moving at a low pitch (perhaps the publicity or the training), and emphasizes other instruments. Finally, the conductor makes certain that the group reaches crescendos at the right time and that all facets move harmoniously and unhesitatingly toward a spectacular finish. case

Eight faults to avoid

BY MOFFETT KENDRICK
Vice President for Development
Furman University

When I became vice president for development at Furman, the college was well into a capital campaign. There were shelves of interviews, strategy papers, national, regional, state, and local organization charts, and book after book of manpower assignments. It was an impressive organization, conceived by outside counsel. As a former Chamber of Commerce executive, I thought that I had been close to some good management programs, but nothing on this grand scale had ever come my way.

But as the campaign moved along, I was surprised and then dismayed at the number of breakdowns in the organization and in the way volunteers were handled. Deadlines were crowded and often pushed back. Chairpersons often were not oriented properly or early enough to upcoming meetings. Frequently, they first saw the agenda when they arrived for the meeting. Orientation sessions often were not very effective because of the wasted motion. I shudder to think how bad things might have been without counsel.

Yet in the end we exceeded our campaign goal by a rather dramatic amount. The aftermath was an excited constituency, right? Right—and wrong. We were happy that we had reached the campaign goal. This meant that Furman could make its planned quantum leap forward. On the other hand, in the campaign backwash, we found disillusioned people who had been enthusiastic several months before. Because the organization plan had not been adherred to, some of the leadership, which would be sorely needed in the years ahead, was exhausted. Thus, Furman was not able to carry much of its valuable leadership resources into its next phase of growth and development.

Perhaps this situation at one small private college in South Carolina should cause no universal concern. However, in the intervening years I have heard of and observed the same things happening at other colleges. Misuse of volunteers can occur at institutions of any size, anywhere, with or without outside counsel. The single thread I have found is that in seeking to reach our dollar goals, we too often abuse, inadvertently or otherwise, volunteers who are our perennial hope.

It should never happen for any reason. Volunteers are like black gold. There is a vast resource of volunteers available, but the absence of conservation can produce an energy crisis. Based on my own misdeeds and observation, here are the most common faults we make in the care and feeding of volunteers:

1. *Failing to analyze the job and the kind of leadership it demands.* Too many of us do not seem to give sufficient time or thought to the first phase of volunteer development—selection. At best we handicap the chances of success. The proper beginning with a volunteer is just as important as the proper beginning of a golf swing. The first move dictates all action that follows.

Success is what it's all about, after all. The institution needs and demands it. We professionals need success for survival because it gives us self-esteem and makes working really fun. Volunteers want the sweet smell of success. The appreciation we express for it keeps them coming back to do more. Success begins with the selection of volunteers, and selection begins with knowledge of the job to be done and of the type of person needed to do that job. This calls for thorough research on constituencies. Not only must we know the potential of our market, but we must know its interests and prejudices.

Only after this kind of research has been done can we make decisions on goals and strategies.

2. *Selecting people regardless of talent, inclination, or track record.* We never seem to do good research on people to determine their potential as workers. Too often we ignore experience, which tells us clearly whether a person does or does not perform well in a fund-raising situation.

Some of us keep files on workers. Few of us maintain records on them. We keep sales totals, but no records on the salespeople. The business world would be horrified to find that a college doesn't have a good evaluation process.

Volunteers come in all sizes, shapes, and colors. They are alumni, trustees, members of an advisory board or a visiting committee, or simply friends. A number of institutions have been successful with students, faculty, and staff.

What about the president as a volunteer? While we all know that the president should spend 25 percent of his or her time thinking about money and 75 percent raising it, that isn't an excuse to assume that he or she knows how to sell. There are still techniques and experience that can be passed on, even to presidents.

3. *Minimizing the job to be done.* People respond to a challenge. They want to work with people who know what they are doing, where they are going, and how they plan to get there. They want a positive climate. It is amazing how many times we sign on a friend with, "This won't take much time" or, "It is enough simply for you to lend your name." That isn't the way to challenge a worker. We know it, yet we continue with these same charades. It is a wonder sometimes that we get anyone at all to help.

We will be far more effective if we are emphatic about the job to be done, clear about the time required, candid about the high goals, truthful about the case for the institution, and straightforward about choosing the person because he or she is a producer first and a glamorous name second. Those who make no bones about it are the deans of our business, the consistent fund-raising leaders.

4. *Failing to accept the fact that a person is too overworked to volunteer or failing to relieve leadership when relief is indicated.* This failure goes hand in glove with fault three. We know of cases where a person perfect for the job will decline because he or she already has too many commitments. Invariably the visitors persist in seeking the appointment. The minimum amount of time, the use of the name, no long meetings, or our promise to do all the work are used for key selling points. We would be more successful if we analyzed the situation objectively and made certain the rejection is legitimate. If it is, accept it and find someone else.

Be thankful for the turn-down—better that than a leader who has no time to work.

5. *Failing to provide a climate conducive to success for the volunteer.* The first four faults inhibit a successful institutional climate. On the other hand, there is a *quid pro quo* for the success we want for ourselves as an institution. It is to provide a climate in which our volunteers may be successful.

We especially want our volunteer chairperson to succeed. The chairperson wants to succeed for several reasons, some idealistic and some personal. We enhance his or her job and thus the chances for success by keeping the leader up-to-date at all times about what is happening or not happening with the members of his or her team. Giving the leader plenty of time before meetings will enhance that person's effectiveness.

One thing is certain. We do not want meetings in which the chairperson turns to a development staff member with the question, "Well, what is the first thing you want to talk about today?" If a chairperson is worth his or her salt, that person is accustomed to leading.

Think about a task that you have enjoyed. You had a visible goal—challenging but attainable. You performed according to your own personally accepted standards, received immediate feedback, and were able to satisfy your social needs. You were accepted as a peer and earned and received recognition.

All of these were factors of motivation. Their presence kept you going, kept you excited, kept you moving toward success.

I once asked a wealthy donor who was also an effective volunteer fund raiser, "What is the most important ingredient for success in fund raising?" He said, "The most important thing is to ask for the money without beating around the bush. But second only to that is to say, 'Thank you, thank you,' both to the worker and the giver."

6. *Haphazard preparation and training.* Sometimes I think one of the great human mistakes is to assume too much of others. In the process of selecting and obtaining volunteer leaders, we should thoroughly orient them to the task.

In fact, the best assumption is that your volunteers know nothing and remember nothing about the institution. On that basis we can conduct an information program and develop a well-prepared volunteer.

Providing facts means *all* of the facts. After all, some of the bad things about us are the reasons we need money in the first place. We want to make positive changes, to improve, to strengthen, to grow, to excel. All of this implies overcoming a problem or need. We should provide complete but concise budget and financial information. Student interests and concerns are a must. Goals, duties, responsibilities, deadlines, and sources for additional information are also important to preparation and training. It also helps to have well-coached presidents and other university personnel at orientation and training sessions to receive reactions, ideas, and suggestions.

7. *Poor planning and organization of meetings.* There is no substitute for a good meeting. The agenda must be alive, cover only what is necessary, and start and end on time. There must be good information on a need-to-know basis, and it should come from the most authoritative source.

Details must be handled well by the staff. Name tags, place cards, lists, and other materials must be correct. There is no excuse for misspelled names, incorrect addresses and phone numbers, or incomplete data of any kind.

Staff members can prepare the chairperson and other participants well and then stay in the background. They should participate only when it is meaningful and can contribute to the meeting's success.

8. *The absence of professionalism in much of what we do.* Professionalism begins and ends with us, but its mirror is the volunteer working in the field. There are many qualities that convince others of a person's professionalism. A professional is patient. He or she understands that every volunteer must place personal or business commitments first. A professional keeps his or her sights high and doesn't settle for anything but the larger dream. A professional subordinates himself or herself to the task and to those who should lead. In fund raising he or she understands that people give to people they know, trust, and admire. The professional doesn't quit. He or she attends to the little details. The professional lives with failure, but never accepts it. He or she has personal integrity.

The people are out there, waiting to respond to the needs of our institutions. With a balanced diet of tender loving care and responsible leadership, they will always furnish that cadre of volunteers needed to meet the needs of our institutions. CASE

Every day, in every way cultivate alumni

A valuable volunteer is one who, after being told the job and given some guidance, does it without being spoon-fed. He or she accepts the responsibility to work and to direct the work of others—not just to lend a name.

How do you find this self-reliant, self-motivated volunteer? In some cases, this person appears out of the blue. But most of the time you must be willing to educate, to mold an alumnus or alumna into the kind of valuable volunteer you need.

Cultivating volunteers is something we all do. Each of our alumni programs gives us the opportunity to meet our constituents and to rekindle their interest in the institution. This, of course, means a great deal of travel for us. After all, we can't expect many of our graduates to rush to campus and ask how they can help. For the most part, it is only after we carefully cultivate people that this kind of exchange takes place.

The major pros in the alumni business operate with "farm clubs." Watch them. They have many categories of responsibilities for players in their volunteer farm system. Alumni begin in simple jobs with class committees, alumni clubs, or the annual fund. If they prove themselves, they move up to be reunion chairpersons, club presidents, or fund captains.

Continued success on the volunteers' part leads to appointment to major boards or statewide committees. Before you know it, they become the top bananas as alumni, fund, or endowment presidents—or, who knows, even as trustees or regents.

Start your cultivating with future

volunteers: students. Few of our alumni associations will survive the rigors of the years ahead if we don't start wooing today's undergraduates. Enlist students to work with you on every possible project. Get them into the alumni office and in contact with the staff whenever you can.

Young alumni are often neglected in the volunteer cultivation cycle. After all, they are just getting started and it's hard to get their attention. They often fail to respond to our annual fund appeals or to attend our alumni functions. They don't have the money or the time. It's tempting to neglect this age group, but if you do, you may be ruling out your best volunteer leaders in the 1980s and '90s.

Alumni are smart graduates of our institutions. Our actions speak louder to them than do our words. They can tell whether our associations are thriving, aggressive, diversified, responsive, influential, and sincere. They can tell quickly whether they want to invest time with us, whether we represent them well, whether we offer leadership opportunities they will be proud of.

From my experience, here are three key points to remember in cultivating self-motivated volunteers:

• We develop the attitudes of our alumni every day in everything we do. These attitudes, in turn, determine whether these alumni respond to our invitations to serve.

• We must involve many people in our programs so that we will have a chance to spot potential leaders and to give them increasing levels of responsibility.

• We should make our volunteers' work rewarding to them. When they have happy experiences, they stay with us. What's more, they become our best public relations agents because they have enjoyed playing on a winning team.—DICK WINTERMOTE, *Director, University of Kansas Alumni Association.* CASE

We need fewer volunteers!

BY ARTHUR C. FRANTZREB
Consultant in Philanthrophy

Those Monday morning quarterbacks may be trying to tell you something about how they are treated.

Frantzreb *Stephen Chovanec*

"If I were running that program, I'd. . . ."

"If what they say were true about all the good they're doing and what they need to do it, then I'd. . . ."

"If they just had half the people there and did a better job, they would. . . ."

These statements are not just Monday morning quarterbacking. They express the frustration and disappointment of well-intentioned volunteers willing to give time for productive results—for themselves and for the program they serve. Yet, far too often I have seen the best intentions of volunteers go unfulfilled due to insensitive and incomplete staff work before volunteers were enlisted.

As I see it, desired results come through thoughtful, complete preparation *before* you enlist volunteers. Whether the volunteers are for governing boards, alumni, public relations, or fund-raising purposes, you can increase their productivity by advance preparation to train, use, and supervise them.

I don't believe you can expect volunteers to be productive and succeed in your behalf based on their loyalty, past experience, or professional acumen alone. Think about it. Would a sales manager in private industry last 24 hours without detailed, exacting preparation for the recruitment, training, indoctrination, supervision, and closest possible communications with his or her sales staff? Not likely. I think volunteer productivity, too, falls short if you adopt a cavalier attitude toward preparing and supervising volunteers.

The leaders you enlist are especially important. And as you know, volunteer leadership, like water, flows downward. Yet I've found one of the greatest mistakes managers make is to select the wrong leaders.

Alumni, fund-raising, and community relations groups get their energy and motivation from those who hold the institution in trust. And governing board members should have the highest level of commitment. But I've found these boards sometimes contain second-class members, non-members, and seat-warming members who reflect differing degrees of disinterest, inattention, and/or inefficiency.

As board management goes, so goes board commitment. In other words, if a board isn't managed well, its members won't have a high degree of commitment and, as a result, all levels of volunteer activity will suffer.

What can you do? If you really need and want volunteers to help you and if you expect volunteers to function constructively, here are some tips:

1. Determine and set forth just exactly what functions the institution really needs, what role each volunteer is expected to fulfill, and what results are minimal, probable, and maximum.

2. Schedule carefully planned orientation, indoctrination, training, and up-

dating procedures.

3. Determine the fewest number of people needed to get the job done.

4. Indicate at the outset measures by which the volunteer will be evaluated.

5. Schedule staff time for personal follow-up. Use as little paperwork as possible.

6. Be prepared at all times to stimulate and to motivate each person to respond productively.

7. Be prepared to reward those who actually do respond constructively and don't reward those who do not measure up to the initial evaluation criteria.

Volunteers, I believe, respond to artful, sincere management. They will work for managers they respect. Sloppy, ineffective staff work frustrates the good intentions of the best volunteers. Bad staff work also, I think, reflects poorly upon the responsible manager, the program or function, and the institution.

My advice boils down to this—more preparation, fewer volunteers, greater progress. CASE

Bring in brains and brawn

BY JUSTUS O'BRIEN
Editorial Assistant

What's new in the way schools, colleges, and universities use volunteers?

By now, we're all familiar with how handy they can be in organizing alumni clubs and running annual fund campaigns. But a number of institutions have come up with unusual ways to put "volunteer power" to work. For example, there are nine creative programs that won awards in last year's CASE Recognition Program.

PROJECTS

Some institutions give volunteers specific projects to tackle. Mount Holyoke College, for example, recruited volunteers to centralize its alumnae records. Originally a team of six, and now 10, the volunteers have consolidated scattered records, discarded irrelevant materials, and compiled practical alumnae dossiers. The project calls for not only considerable skill in recordkeeping but also a good deal of confidentiality and sensitivity to the needs of the alumnae office. Volunteers are stretching staff resources through this important work.

These are not days of physical expansion for small independent schools. Nevertheless, the George School devised a way to build a badly needed sports complex, including an indoor pool, at less than half the cost estimated by local architects.

A five-member subcommittee of volunteers, without paying an architect, designed and supervised the entire operation. The committee included a management consultant, an architect, an alumnus experienced in steel-fabricated construction and heating systems, a graduate's husband experienced in shopping center construction, and another who ran a combination recreation center-swim club.

In this case, volunteers provided not only professional assistance but also funded the project. Two of the volunteers who worked on the planning committee financed the entire complex, which cost $700,000.

There's a message here. The more directly you involve your alumni, the more apt they are to contribute.

EVENTS

For 32 years, volunteers at Catlin Gabel School have run an annual rummage sale. The idea may not be new, but in this case it beams with success.

Last year, the event involved 1,200 volunteers—alumni, faculty, students, and friends of the school. They were neatly divided into dozens of committees responsible for everything from collecting, sorting, and pricing rummage items to babysitting for fellow volunteers on duty.

Net proceeds, which last year tallied $76,830, were earmarked for financial aid. The event's success also promoted grants from several individuals and foundations. Consequently, in the past five years, the school has been able to expand its minority enrollment by more than 50 per cent.

Oakland University ingeniously attracted alumni volunteers to campus by declaring a "Swap Day." Alumni used the university's facilities and volunteered their brawn and brains. An outdoor heated pool, tickets to a university-sponsored musical event, and an 18-hole golf course awaited their campus visit. Alumni, on their part, agreed to spend a morning or afternoon working for the university's telethon, labeling alumni mailings, or appearing as guest lecturers at the career center. To those participating the work was light, the rewards enjoyable.

ASSOCIATIONS

The University of Michigan's mighty alumni body draws its life's blood from highly active volunteer leaders with clearly defined responsibilities.

A collection of separate entities under the general direction of a board, the alumni association has six councils with supervisory responsibilities in specific areas (alumni clubs, student/alumni relations, alumni camps, and so on).

Cooper Union also boasts a lively and devoted alumni council. Volunteers participate in a wide range of activities, including the annual fund, several student/alumni liaison committees, and numerous class reunion activities. They also sit on the college's admissions, curriculum, and administration committees.

An outstanding aspect of the program is student/alumni relations. Alumni volunteers meet with students to discuss job opportunities, review portfolios, and offer suggestions for the future. "Survival Night," as one of the events is aptly called, features prominent artists discussing ways to earn a living through the arts. Graphic arts,

photography, and architecture students receive similar attention.

Institutional Programs

Brown University has motivated as many as 2,900 volunteers to work for its National Alumni Schools Program (NASP). These volunteers help attract and enroll highly qualified students.

The well-organized team has 16 regional directors, 179 area chairpersons and co-chairpersons, 100 athletic directors, 40 minority representatives, and more than 2,000 committee members. Each person receives specific guidelines and instructions as to his or her purpose and function within the program.

Representing NASP, volunteers visit their local schools, identify top prospects, cultivate their interest in Brown, and encourage them to apply and enroll.

This continued effort has helped the university surpass its application and enrollment goals. This year, Brown sought 9,000 applications and to date has received a welcome 10,000. And that's for only about 1,300 openings. Happily, the effort helps draw some of the creamiest students of the crop.

In some cases, involving volunteers in institutional programs may be the *only* sensible route to success.

When Boston and Newton College merged several years ago, volunteers helped smooth out alumni-alumnae relations.

Many Newton alumnae were disheartened and disappointed by the decision to merge. It took a good deal of delicate diplomacy to placate them. The cooperative and conciliatory spirit of the volunteers helped set the pace for a smooth and welcome merger.

In the same vein, Swarthmore College used alumni to resolve a troublesome academic question. If the institution had handled the issue without alumni consultation, there might have been some angry voices.

The issue: How to deal with the college's course/honors system. Although instrumental in elevating the college to academic prominence, the system badly needed revision. A group of alumni volunteers studied the problem in depth and, by means of a questionnaire, gathered alumni opinion concerning the course/honors system. Basing their arguments on the findings from the questionnaire, committee members submitted a report with recommendations to the faculty group responsible for revising the program.

Swarthmore's volunteers helped in another way. By soliciting alumni views they helped strengthen alumni ties with the college. CASE

Recruiting: Don't just guess

BY O. WAYNE CHAMBERS
Director of Development
Lee College

How do you select your volunteers—by guesswork or by intuition? If you don't have an effective method, you may be jeopardizing the success of any program that uses volunteers. A rating system has worked well for me in recruiting volunteers for fund raising, and it should be applicable in other areas.

Setting up your own rating system isn't difficult. Your first step is to list those characteristics you consider vital for a good volunteer. Consider the following:

- commitment and loyalty to institution;
- influence, clout, respect in community;
- knowledge about institution;
- history of financial support to institution;
- persistence;
- commitment of time;
- ability to communicate;
- enthusiasm;
- leadership ability; and
- ability to work with others.

Based on your completed list, develop questions that you can ask the prospective volunteer in an interview. For example, to find out whether or not the person is committed and loyal to the institution, ask how much work the person has done for the institution in the past. In some cases, you won't need a question to find out some information. Persistence and enthusiasm, for example, would be apparent in the interview.

Armed with your list of characteristics and your questions, you are ready to interview. Here's where the scoring process begins.

The top score for any prospective volunteer is 100. This means you should divide the number of characteristics on your list into 100 to find out the number of points to assign each characteristic. For example, if you have 10 characteristics, assign each one 10 points.

During your interview, note your score by each characteristic and after the interview, total them. In my experience, a better-than-average volunteer will score 75 or more.

Few people will possess all of the qualities on your list, but they will doubtless learn and grow as volunteers. As one person put it: "We put too much emphasis on finding the ideal volunteer. Volunteers are made, not born."

Scoring systems for people are not a new idea. For example, the February 1977 issue of *Money* discussed a new way lenders can score people who apply for credit.

According to the *Money* article, scoring systems usually predict with great accuracy a borrower's behavior. Companies that use the systems find that for the first time they can predict their losses to within a fraction of a percentage point. They cannot eliminate all bad loans, nor do they want to because they would turn down too many good risks at the same time.

A credit officer can veto the system's impersonal judgment and substitute his or her own. But the "experts" consider intuition no match for a good scoring system. According to the *Money* article, Sears and Roebuck's experience confirms this opinion. Sears keeps track of what happens after a credit manager says "Yes" to a credit application when the scoring system has said "No." About 95 percent of these payments are hard to collect.

The principles used to evaluate borrowers apply to selecting volunteers. In

either instance, you must first establish the criteria for success and then base your evaluation on these criteria. One thing is clear. Intuition alone cannot be trusted to determine credit-worthy people or successful volunteers. CASE

A Nationwide PR Staff

BY CAROLYN SMITH PASCHAL
Director of Public Information
Stephens College

"It's the idea of the century," says one 30-year veteran of educational PR.

It's a simple plan, built from an adage about success: "It's not so much *what* you know as *who* you know."

The idea is the Alumnae Media Advisers Program at Stephens College, and its advocate is Peggy Neubauer Burris, director of Cedar Crest College's office of information. A woman to heed, Burris was one of 15 nominees for the National Federation of Press Women National Woman of Achievement Award in 1975.

"The Media Adviser Program," Burris says, "gives Stephens a nationwide public relations staff with a wide variety of experience and media contacts. The alumnae media advisers are only a telephone call away from the Stephens Office of Public Information, and are usually ready to help on a moment's notice."

At Stephens, our version of this idea is a corps of alumnae who range from print and broadcast media professionals, public relations and advertising specialists, artists, designers, and photographers to nonjournalists with media contacts.

I began the program in 1973 by searching for potential media advisers. The Alumnae Association Board helped identify initial participants, but now the identification process involves faculty members, administrators, media advisers, and other alumnae.

I contact "nominees" by letter, telephone, or in person; explain the program; and invite them to participate as their time and talents permit. We have compiled a directory of addresses, phone numbers, skills, and contacts, giving us immediate access to talent in the metropolitan areas of 33 states. We are constantly adding media advisers—117 alumnae are currently involved.

We train, encourage, praise, and motivate our alumnae media advisers through regular correspondence, mini-workshops conducted during public relations trips, and major workshops held during alumnae conferences.

During the four alumnae conferences held since 1974, the alumnae media advisers heard experts' advice on getting their Stephens news accepted and used. Some of the topics have included: "Press Rules: To Follow and Forget," "Breaking into Broadcast," and "How to Avoid the Editor's Wastebasket."

The list of media advisers includes such professionals as a financial editor of the *Los Angeles Times;* a fashion editor of the *Dallas Morning News;* an account executive of D'Arcy-MacManus Advertising Agency; television station directors, producers, and reporters; newspaper reporters; and an actress. Non-journalists with important media contacts also give invaluable service.

The media advisers perform varied functions for Stephens. Here are just a few of our accomplishments.

• Stephens and Saks Fifth Avenue co-sponsored a fashion show in New York this spring. Fifteen Stephens alumnae, including nine media advisers, organized the show for media, alumnae, prospective students, high school teachers, and guidance counselors in the greater New York-Philadelphia area. In addition to generating wide news coverage, the event helped alumnae and board members increase their involvement in the college.

• An advertising artist and designer, who is also an alumnae media adviser, used her skills to do advertising for Stephens. She also worked with college administrators on choosing Stephens' new logo.

• Last year, when "Stephens in Concert" toured the northwestern states, a Seattle media adviser arranged advance coverage for the performances and coordinated an evening concert for alumnae and prospective students. She also took the group to area high schools to meet with prospective students.

• Stephens' media advisers have been especially valuable in publicizing our new University Without Walls (UWW) program, an off-campus learning opportunity for people beyond the traditional college age. In St. Louis, for example, two media advisers—a public relations worker for the state Republican campaign and a former television director—arranged coverage for the UWW seminars. As a result of their efforts, enrollment in the two scheduled seminars exceeded our expectations, necessitating a third seminar to accommodate the overflow.

• A New Orleans potter, author, and Stephens media adviser helped build awareness of our UWW program by giving cocktail parties for area notables, educators, and students. Her efforts helped produce widespread coverage: a full-page feature article with a photo in *The Times-Picayune,* television news coverage on WVUE-TV, articles in Charity Hospital's in-house magazine and the *Louisiana State Medical Society Journal,* and an address by a Stephens faculty member to the convention of the American Society of Physicians and Surgeons in New Orleans.

• A second New Orleans media adviser, women's editor of the *East Bank Guide* newspaper, wrote UWW-related stories for suburban newspapers.

• Media advisers pave the way for faculty and administration visits to targeted recruiting areas. After we contact members in a target city, they either work directly with the media, setting up interviews and press coverage, or give us names of people to contact.

Success has silenced initial college administration skepticism. As a result, the program has grown from an unfunded, fledgling activity using 30 alumnae, to a budgeted, 117-member program. Administrators recognize that the program attracts alumnae who have never supported the college, as well as

those who have been involved in other Stephens' programs for years. It appeals to alumnae of all ages.

In addition to helping the college, alumnae thrive on the knowledge they acquire from each other through the program. It allows alumnae to help their alma mater through non-monetary means.

Furthermore, we have noticed that as the media advisers become involved in the program, they often donate money and help recruit students. CASE

Independent college alumni can influence public policy

BY ROBERT M. HYDE
Vice President for Public Affairs
Association of Independent Colleges and Universities in Massachusetts

Perhaps 25 percent of the alumni programs at many independent institutions are, in my opinion, a waste of staff time and resources. Survival is the fundamental question for many independents. How can we justify allocating dollars to organizing discount-fare trips to Acapulco, arranging theater parties, or planning wine-and-cheese chat sessions on investments?

In answer to this question, I am told that the activities are services to alumni or means of involving (read cultivating) them. As far as service is concerned, I am old-fashioned enough to think that alumni have already received the institution's ultimate service—education. After graduation, the tide should run the other way. I am a firm believer in continuing education, but I don't think it should be dispensed by the alumni office and I don't think it should be free.

The *potpourri* of alumni activities devised *per se* to promote involvement appears to attract relatively few alumni. Most do not have time for such diversions, which lack appeal or relevance to the welfare of alma mater.

Many such activities spring from alumni who desire to be useful to their institution. Unfortunately, frustration results when it becomes apparent that they only can be useful by sending money. But is sending money the only way? Are dollars all that our private colleges and universities need from their more than 15 million alumni?

For a long time, I have felt that many alumni programmers ignore an area of potential activity fully as important as the efforts designed to produce the $400-500 million that alumni give each year. I refer to alumni involvement in the determination of public policy at both state and national levels.

Historically, the primary relationship between privately supported colleges and their alumni has been philanthropic. Alumni giving is a major factor in the welfare of these institutions.

But in recent years, public support and government involvement, in both independent and public institutions, have created new circumstances. Alumni gifts are still important but, except at a handful of universities, their significance is now dwarfed by the magnitude of public funds dispensed through tax-supported programs. Today, as higher education slips from its lofty stance of the '60s, continuation and expansion of such funding is doubtful.

Moreover, a growing stream of adverse legislation poses constant threats to the welfare—indeed, the very existence—of many privately supported institutions.

Thus the future of America's independent colleges and universities no longer depends solely on the alumni fund or a hoped-for bequest from the estate of J. Twillingham Twiss '08. It depends equally on the outcome of important public policy decisions made in Washington and in the statehouses. Alumni can play as important a role as *voters* in these decisions as they have traditionally played as *donors*.

An event in Massachusetts provides an illustration. For several years Massachusetts' large and distinguished coterie of independent colleges and universities had been struggling, with the aid of the Association of Independent Colleges and Universities of Massachusetts (AICUM), to amend the state constitution. They had hoped to remove a long-standing prohibition against direct public financial assistance to private institutions.

In 1972 and 1973, consecutive legislative constitutional conventions approved the measure and placed it on the ballot as referendum Question 3 in the November 1974 election.

With AICUM's assistance, college and university administrators throughout the commonwealth launched a massive appeal to their statewide "family" of students, parents, employees, and faculty. Most of all, the group aimed its efforts at the 275,000 alumni who are Massachusetts voters. Presidents and senior staff members met with alumni leaders to explain the significance of a "yes" vote on Question 3. Articles and news releases appeared in alumni newspapers and bulletins. Virtually all Massachusetts alumni received letters shortly before election day.

On Nov. 2, Massachusetts voters adopted Question 3 by a margin of 300,000 votes—a victory in which alumni clearly played a significant role. But on many campuses, the final outcome was not the only interesting result. Many administrators were surprised both at the eager response of alumni to the request for their help and at the apparent alumni interest in the issue. Letters returned with personal notes to presidents assured alumni support.

The note of one alumnus exemplifies these comments: "What a delight to be asked to help in some other way than sending money."

In the two years since their alumni helped decide that crucial public policy question, Massachusetts' independent colleges have continued to keep their alumni abreast of issues relevant to the welfare of such institutions. Efforts included articles in alumni magazines, talks by presidents, and distribution of publications from AICUM. Alumni know that even though aid to

Photo courtesy Massachusetts' Commerce and Development department

The Bay State's independent colleges are keeping alumni up-to-date on statehouse trends.

independents is no longer prohibited, no additional public programs of aid to those institutions or their students have yet been established. As a result, many battles lie ahead.

By maintaining alumni understanding and awareness, Bay State institutions hope to nurture an important base of support when the next big issue comes to the fore.

Throughout the country, state-supported institutions have long understood and skillfully used the influence of their alumni in deciding public policy questions. In the decades ahead, independent institutions must learn to do the same. They have a long, long way to go. They will only be successful if public policy support becomes an integral part of alumni programing, and if alumni administrators – the crucial link between institutions and their alumni – lead the way.

How might you go about adding public policy involvement of alumni as a key element of your program? As a start, I would suggest an exploratory meeting with your president and external affairs officers. Review your primary areas of concern at both state and national levels. Is your state legislature considering a new program of aid to independent colleges or their students? Is a major appropriation for state student scholarships under consideration? Are any moves afoot to tamper with long-standing tax exemptions?

Your committee should consider joint efforts among institutions. Nearly every state has an association of independent colleges and universities to help develop strategy and coordinate the efforts of members in supporting legislation. Your state association will brief you on concerns and strategies.

Similarly, where national issues are involved, independent institutions can now get help from the Washington-based National Association of Independent Colleges and Universities (NAICU).

When you have a sense of the issues and the ways in which your alumni can participate in their resolutions, create a simple framework for alumni activity. To your regular committees on homecoming, reunion, and honors and awards, add a new standing committee on public policy. Appoint a chairperson interested and – even better – involved in government affairs, and begin to set an agenda for two or three years.

How should your committee get started? With your help, its members will need to become familiar with the issues and to devise a system for keeping up with developments. The committee should screen your alumni list to identify legislators, government officials, or leaders. These alumni should be told early about the formation of your committee and be ready to help when the occasion arises.

In consultation with your president and a representative of your state association, the committee should decide on the alumni activity it wants to encourage. Should it ask alumni to write letters or visit their legislators on an issue? Is there a referendum on which alumni voting will be important? If you decide to call for action, avoid confusion by concentrating on one or two matters at the most. Quite possibly, during the program's first year, you will not ask for any specific action. Your emphasis will be on orientation.

Your committee should plan an organized program to inform alumni on public policy questions. With your alumni magazine editor and public relations director, explore ways to use your publications for regular reporting. A periodic column by your public policy committee chairperson could be the place for "guest" commentaries by your president, alumni legislators, and government officials. Your committee's information program should include regular reports at alumni association meetings and sponsorship of special campus meetings for alumni and staff.

Your president should keep the trustees fully alert to public issues; they may even have a parallel committee on public policy matters. If that is the case, your committee might want to sponsor a joint meeting for your entire campus community. The highlight of such a meeting might be a talk by a state legislator or a member of Congress. Such decision-makers would be impressed to know that your alumni are interested in their positions on matters of concern to your institutions.

Your central objective will be to maintain, among your committee members and as many alumni as possible, a continuing awareness, understanding, and sense of involvement. To the extent that you achieve that goal, your alumni will be ready to go to work on important issues that require energetic participation.

Eventually such an issue will arise.

Its results may be crucial to the privately supported colleges in your state or to independent higher education throughout the nation. That's when your alumni, alert and well-organized, can raise a strong and effective voice on your behalf. When they are successful in helping establish a new student grant program or defeating a measure to repeal your tax exemption, they will make the satisfying discovery that there *is* another way to help—other than sending money.

As a result, if what we know about involved, concerned people is still true, next year they'll send even more money. CASE

Alumni boost media coverage

Phillips Academy, Andover, enlisted a Media Advisory Committee last year to help the school get national media coverage of Andover's 200th birthday.

Six months before the birthday celebration, the campaign's associate director and the director of public information met in New York with the committee. It consisted of eight alumni and a parent—men and women in advertising or publishing, and the public information director for a university's campaign. We had previously given them extensive background information. Together we mapped strategy for getting Andover into the national media in time for the 200th celebration, midway through its three-and-a-half year fund campaign for $50 million. They advised us which media to approach and how, gave us entrees to the editors they knew, and telephone advice in the weeks that followed.

We were successful. Andover got two pages of story and photos in *Time*, two pages in *Newsweek* with a number of color photos, and in the *New York Times* a half-page story and photo under a full banner headline, in addition to regional and local publicity. All of this happened between April 30 and June 5.

Alumni committees cannot "put a story" into publications of this caliber, fortunately, but we know that the help of these topnotch professionals opened some doors so that Andover's story got an attentive hearing. The rest depended first on us, then on the impression the school made on visiting reporters.

One reason these alumni in communications may have been so responsive to us: Andover had come to them for advice before. Several of the Media Advisory Committee members had been members of an Alumni Visiting Committee invited to the campus for a critical look at all of Andover's communications two years before (CASE CURRENTS, July, 1976). They helped us centralize our publications and review our communications goals before the campaign began. Asking them to help us with media coverage for our 200th birthday was just dropping the other shoe. HELEN M. ECCLES, *Public Information Director and Editor*, Andover Bulletin. CASE

MAY 1979

Alumni are citizens, too

BY ARTHUR M. LOTZ
Associate Alumni Secretary
Indiana University

Alumni aware of the needs of Indiana University and informed about state legislative affairs: That's who we were looking for at the Indiana University Alumni Association.

And so we identified 150 of our members who are active leaders in their own communities. They now make up our Alumni Legislative Council, formed in 1973. Council members get together for a luncheon meeting at the beginning of each legislative session. There, they receive a briefing about upcoming legislative issues that could have a bearing on education in general and on Indiana University in particular. The kickoff luncheon is followed by regional meetings in six cities. Our intention is to create an informed group of alumni, aware of university goals and problems as well as of legislative, regulatory, and political issues not always reported in the public media.

We know that the key to success lies in timely communication of accurate information in a concise way. As a result, we back up the meeting with a newsletter printed weekly during the legislative session. The alumni association handles printing and distribution.

The university's legislative liaison person, always on top of action at the statehouse, serves as executive editor of the publication. To assure the best possible news coverage, the news bureaus at Bloomington and Indianapolis share in preparing and producing the newsletter. The Bloomington campus includes the central administration of our eight-campus university, and, of course, the Indianapolis campus is in the state capital.

News bureau writers generate story ideas at weekly editorial conferences. The team operates under a tight schedule with weekly deadlines.

Communications links extend from the university administration through the legislative council and newsletter staff to alumni and friends throughout the state.

Council members neither speak officially for the university in the community or the legislature nor do they constitute a lobbying group. Rather, we see them as an informal but informed group of people who bridge the university and the public. A member, for example, might know a legislator socially or in a business relationship. That relationship could foster important exchanges of information. We see the council as a two-way street. The university can serve the educational needs of the community, and the community can assist the university.

To make such a support network

truly effective, we have learned the effort needs commitment from top-level administrators. Also, the information system requires the sustained guidance of a person who works directly with the legislature. And good rapport between the university administration and the publishing team is vital.

After a couple of years of working at the project, surefire measurements of success elude us. But we do feel a stronger level of alumni and community support since we started. And legislators have responded affirmatively to this outreach/information network. As citizen participation in university affairs and programs continues to pick up, we'll be encouraged to continue the project. One thing seems certain: Our statewide alumni are better informed about university activities and problems. And they are exerting more influence now as active citizens than ever before. CASE

Why Redlands?

Alumni help prospects answer that question

BY MERILYN H. BONNEY
Director of Alumni Relations
University of Redlands

Alumni have traditionally been good recruiters of students for the University of Redlands, a private liberal arts institution. Until recent years, however, it was not necessary to direct time or money towards mobilizing this resource. But with the numbers of college-age students declining, we needed to increase student recruitment efforts. It became essential to organize a body of enthusiastic, reliable alumni to help.

In the early 1970s, the alumni staff and board began laying the groundwork for an alumni recruitment effort. By 1976, members of the Alumni Association Board of Directors had designated alumni involvement in student recruitment as its top priority. They formalized the Redlands Admissions Assistance Program (RAAP) and set the following program goals:

- Identify more talented prospective students.
- Increase the pool of applicants.
- Increase the number of qualified students admitted to U of R.

Once we had drawn up the program goals, we figured out just what our RAAP program should do—and how:

1. *Encourage alumni to identify themselves as U of R graduates.* It is our policy gently to remind alumni to include their affiliation with Redlands in their dossiers, press releases, and social and business conversations. Alumni receive the reminders in publications, at gatherings, and in personal contacts.

2. *Encourage alumni to promote U of R to high-school-aged children of friends and relatives.* At all U of R gatherings, we try to sensitize alumni to the decline in applications. We remind them to share their "Redlands experience" with prospective students.

3. *Encourage children of alumni to attend Redlands.* Typically, there are approximately 150 children of alumni on campus. In the past, we had done little to recruit alumni children, but beginning in 1977, we have used several techniques to reach this market:

- Alumni Founders Day 1977 had a special component for alumni children; approximately 25 prospective students participated.
- We sent a letter to every alumni parent thanking him or her for passing on the "Redlands Tradition."
- When an alumni relative applied to Redlands, we immediately sent a thank-you letter to the alumnus/a.
- Alumni Founders Day 1978 offered an opportunity for appointments with admissions counselors.
- Special invitations went to alumni children for events such as Alumni Tennis Clinic, John Raitt Receptions, the Hollywood Bowl, and World Team Tennis events.

4. *Encourage alumni to familiarize associates in secondary education with U of R.* We mentioned this idea in a letter to volunteers and in the RAAP handbook.

5. *Get Redlands alumni who teach in secondary education involved with* RAAP. As the program began, we ordered a printout of alumni in secondary and community college education. Letters went to all these people. Those who responded formed the initial nucleus of the program. They have subsequently taken part in hosting Discover Redlands Programs and in the telephone follow-up phase of the program.

6. *Organize informational meetings for prospective students and their parents in alumni homes.* In late fall, the dean of admissions and alumni director determined the geographical area for these informational meetings, entitled "Discover Redlands." The alumni director then selected host families. About four weeks before each program, the admissions office sent invitations to all the prospective students in the area. The enclosed return cards enabled the alumni director to notify the hosts of the expected number of guests. Redlands has found that most students bring a parent or friend.

Two weeks before a program, the admissions counselor assigned to the evening invites a current student (preferably from the same geographical area as the host family) and a faculty member to participate. These representatives arrive at the hosts' home at least a half hour before the program begins.

The program focuses on a multimedia production. The evening begins with introductions by the alumni staff representative. Then there are brief comments by the admissions counselor. The multimedia production is next, followed by comments by the faculty member and students.

U of R urges hosting alumni to interject their personal experiences. Often, the warmth of these recollections becomes the high point of the evening. Then there is a brief question and answer period, followed by informal refreshments. U of R representatives concentrate on making sure that each guest receives individual attention.

The RAAP multi-media production was the inspiration and creation of Jack B. Cummings, vice president for university and alumni relations at Redlands. For a relatively small investment ($2,500) and perhaps 400 hours of his

time, we had a warm, moving, fast-paced show ready to take on the road. Currently, we use the show more than 50 times a year. To keep it up to date, we change it annually.

The show is liberal-arts oriented. It features several departments, many extra curricular activities, prominent campus personalities, and dozens of magnificent campus shots.

The 22-minute production, "Why Redlands," attempts to answer the question: Why should a prospective student select the University of Redlands? Audiences consistently receive it with enthusiasm.

After the original hardware investment, it has become an inexpensive communications tool. We transferred the original show to cassette which can be shown on a "Viewcorder." Now, staffers can more easily transport it. The show lost some musical quality in the process, but the cassette approach works better overall.

7. *Use a network of alumni throughout the U. S. to make encouraging follow-up phone calls to admitted students.* Beginning in early spring each year, the admissions office sends a weekly list of admitted students to the alumni office. We match these students with alumni volunteers by zip codes. A letter then goes to the alumnus with the name(s), address, and phone number of the student. We ask the alumnus/a to call the student, and encourage him or her to attend U of R. We suggest a format for the telephone conversation. The university provides stamped, addressed cards for feedback on the students' reactions. When the alumnus/a returns the card, the university sends him or her a thank you letter.

8. *Develop a handbook.* We studied admissions handbooks from other schools, incorporated some ideas from them, and developed a resource of current information. Our handbook goes to RAAP volunteers, to alumni board members, and to university trustees.

We recruited 165 alumni for the telephone follow-up phase of RAAP. Two-thirds of these alumni volunteered; the others were recruits. Collectively, they contacted 228 prospective students. The retention rate of RAAP volunteers is excellent, particularly for those who host "Discover Redlands" programs.

The admissions and alumni staffs noted with pride a 5 percent increase in applications from the fall of 1976 to the fall of 1977. Also, the number of students entering in fall 1977 was up 12 percent. Our efforts in 1978 have been similarly rewarding, and several letters have said that the alumni contact made *the* difference in a student's decision to attend Redlands.

In the early stages, I played a major role in recruiting volunteers. I also organized program format, wrote promotional materials, and attended the "Discover Redlands" programs.

However, an exceptionally talented student employee was able to handle all geographical pairing for the telephone follow-up phase. As the program entered its second year, this student assumed total responsibility for all aspects except "Discover Redlands."

In addition, she coordinated the production of the handbook and added a section that explains curricular changes. The alumni program coordinator, an expert on multi-media shows, provided additional program assistance.

We find this program an exceptional way to encourage alumni service. It yields significant long- and short-term benefits to the university. The short-term effects are these: The administration is pleased with the increased number of students. Faculty concerned with attracting students of high quality value the alumni assistance. Parents of prospective students are grateful for personal contact. And the alumni involved feel a renewed enthusiasm and commitment to the university.

We feel the long-term effects are even more significant. Alumni selected to participate feel "special" because they are told they are among the most outstanding products of the university. Previously uninvolved young alumni now serve U of R. All participants have become better informed about the university. And this understanding has helped to increase financial and legislative support, and to improve leadership on alumni boards and in clubs.

In the 1978 CASE *Recognition competition, this program won an exceptional achievement award in the Alumni Service-to-Institution category.* case

Help from the Pros

Colleges and universities are putting out the "Help Wanted" sign by inviting successful alumni to pack up their briefcases and come back to campus to help students investigate career options. Duke and St. Lawrence are among universities that set up programs last spring.

Duke planned a half-dozen seminars on the energy industries, news media, retailing, and other topics. The Alumni Association invited graduates who are specialists to discuss their fields.

The first of the full-day seminars focused on advertising and drew between 60 and 75 students last March. Alumni included the president of a New York public relations firm, an account executive in Atlanta, and the president of a North Carolina agency.

William B. Jennings, associate director of alumni affairs, said Duke picked up travel expenses only. "In every case, alumni asked to participate have seemed honored and eager to do so," said Jennings.

The Office of Placement Services, Career and Continuing Education, and the Institute of Policy Sciences helped coordinate the program and scheduled individual counseling sessions.

St. Lawrence recruited alumni, parents, trustees, and friends to share their career experiences and be "professionals-in-residence" during one-to-three day stays. The response from 300 of them was overwhelming.

While on the Canton, NY campus, alumni were resource people in courses, talked on the campus radio station, dined in a fraternity house, and spent an evening counseling students in a residence hall.

Priscilla J. Angelo, associate director of student services, who coordinated the program, had help from a variety of student organizations. case

Training Alumnae To Attract Students

BY KAY CHANEY HARRIS
Director of Alumnae Relations, Stephens College

Anyone who has dealt with admissions knows that alumnae assistance can be either a great help or an enormous headache. With an alumnae constituency of 40,000, Stephens College decided to investigate the benefits of an organized alumnae admissions program for the purpose of boosting a declining enrollment.

So, we investigated. We reorganized and trained our alumnae admissions advisers, and now, after nearly two years of administration, we can see the positive results of our work.

We are pleased that the number of inquiries from prospective students has doubled since the project began, and an overall (residential and University Without Walls) enrollment increase this fall tends to justify our efforts further. The next step will be to translate more of the inquiries into actual applications for admission.

OBJECTIVES

To provide direction to the Alumnae Admissions Program, we established the following objectives:

1. To increase the pool of inquiries and applicants to Stephens;

2. To provide a local contact for students who indicate an interest in attending Stephens;

3. To increase alumnae awareness of their potential to attract students to Stephens;

4. To help applicants to the college matriculate;

5. To provide help to the associate directors of admissions (professional admissions representatives).

With these objectives in mind, we decided to expand our alumnae admissions advisors from 50 to approximately 1,000 active, informed alumnae. To do this, we developed a highly organized system.

ATTRACTING PARTICIPANTS

The success of any volunteer program depends on the willingness of those involved to participate. We sent an initial letter to alumnae who had graduated from 1948 to 1974 and who lived in selected states. We asked them to return an enclosed card if they were interested in becoming involved. The response was overwhelming.

Letters are only one way to attract participants. The associate directors of admissions are of invaluable help in discovering alumnae willing to join in our efforts. Members of the faculty and administration who travel for college public relations purposes are also instrumental in recruiting alumnae. Any alumna who volunteers the name of a prospective student is automatically contacted to see if she would like to become involved. In short, discovering willing, enthusiastic alumnae is the easiest step.

TRAINING SESSIONS

It is more harmful to spread misinformation about the college than to provide no information. In order to avoid this problem, we hold training sessions. We pick areas where 30 or more interested alumnae live. We also consider whether the area has a large potential for prospective students, a substantial number of alumnae, and fewer applicants than anticipated.

After organizing the reply cards geographically, we send personal invitations to the training sessions. We avoid the use of college stationery or the Addressograph and use instead an attractive note-size, personalized invitation.

A central location and scheduling the sessions at night help to draw alumnae. Although sessions are occasionally held at an alumna's home, we prefer hotel conference rooms because they provide a more favorable work atmosphere. Training sessions must not be social sessions.

The director of the program conducts all sessions, which are divided into two parts: a description of the college as it now exists, and the specifics of the Alumnae Admissions Program. A knowledge of curriculum changes is important to alumnae who may have been away from the college for years.

Also of prime importance is an updating on residential student life. Current campus rules or lack of rules often prompt questions and may prevent some alumnae from participating in the program if they do not fully understand the reasons behind the changes. We try to predict the kinds of issues that will be raised, and then approach them candidly.

CONTACTING STUDENTS

All alumnae admissions advisers are asked to accept three responsibilities. First, they must actively search for potential students. We discuss every conceivable source for finding capable students, and each adviser is asked to find two per year. Second, they contact, preferably by phone, any students from their area who have indicated an interest in Stephens. We convey to them names of such students on prospective student contact forms. Third, advisers keep catalogs and curriculum brochures in high schools and other public places, and they circulate college slides—we've purchased a set for each major city.

Perhaps a word should be said about the type of alumna who will be most successful in talking with prospective students. The alumna must have a strong loyalty to the college and must feel that the college provided her with an educational experience that she could not have obtained anywhere else. She must feel that the college is meeting the needs of contemporary women. In general, recent graduates have greater success talking to students. But we do not discriminate because of age—we have many grandmothers successfully participating in the program.

At the end of the training session, each alumna is asked if she will commit herself to the program. Each adviser who joins the program receives a *Sourcebook*, college catalog, and descriptive brochures. If an alumna does not have time to participate just then, we invite her to join later. Similarly, if an alumna joins the program and later finds her time is limited, she is relieved of her duties. We try to replace her—the adviser herself often suggests a successor. She can then help train the new adviser until another formal session is held in that city.

THE SOURCEBOOK

The *Sourcebook*, the official guide for alumnae admissions advisers, is our most important means of communication. A hard-bound, loose-leaf notebook is practical.

The most important section of the *Sourcebook* is "What's New At Stephens?" When new programs are added or significant events take place, we send

an informative addition to each adviser. The chapters are color-coded for ease in organization.

Communications Network

When a prospective student inquires about Stephens, her name is sent to an admissions adviser. We provide each adviser with a numerical listing of zip codes in her own state and ask her to check those areas in which she is willing to confer with prospective students.

After receiving a student's name, the adviser contacts her within two weeks and offers to answer any questions. After filling out the report form, the adviser keeps one copy for her records and forwards the remaining copies to Stephens. The copy for our records reveals which advisers are active.

Providing personal contact on a local basis is the best aspect of the program. In this computer era, our potential students find it refreshing to be treated in a personal way.

A key person, the area coordinator, divides major cities into high school districts. With as many as 40 alumnae admissions advisers in some large cities, it becomes impossible for either the college or the associate director of admissions to maintain efficient contact. These coordinators assist in our overall communications network, and lead the local group in sponsoring prospective student events. We regularly conduct special training sessions for area coordinators.

Another communications device is the supply form and suggestions sheets placed in the back of the *Sourcebook*. These forms allow the adviser to check the items which she needs, as well as allowing room for her to "sound off." Prompt response by the office of alumnae relations is essential.

Keeping Alumnae up to Date

Training the admissions adviser is only the first step in developing alumnae who can contribute to the admissions effort. Keeping them aware of new programs and changes is also vital.

The annual Alumnae Seminar is an opportune time to motivate and encourage advisers. We have initiated five regional conferences in various areas of the country to train and educate all alumnae, especially alumnae admissions advisers.

Summary and Evaluation

Our membership in the Alumnae Admissions Program has gone from 50 to over 800 advisers in one year. We are developing an International Alumnae Admissions Program, as well as training May graduates prior to their leaving campus.

The program must be a campus project. Cooperation from students, faculty, staff, and administrators is of tremendous importance.

It is too early to evaluate this program statistically, but plans are now in effect to compare the differences in numbers of inquiries and applicants. We believe that this study will indicate significant increases. At any rate, we know that the opportunities available to young women at Stephens have been communicated to many alumnae. CASE

Put Alumni To Work

BY JACK STAR
Director of Public Affairs
Boston University

Wouldn't it be nice to be able suddenly to increase your admissions staff by a factor of 10, mostly volunteers? How would you like to have representatives scouring the countryside for prospective freshmen and speaking up for your school at high schools from Peekskill to Peoria, from Tallahassee to Topeka? Wouldn't it be great if your institution could establish a personalized relationship with high-school guidance counselors in all the best secondary schools?

You can—by organizing your alumni.

This is not exactly a revolutionary idea. Colleges and universities with traditionally strong "old school" ties have had such networks for years. But all of us have alumni who are willing to give their alma maters a hand. Young alumni especially, though often unable to donate much money, will talk to prospective freshmen about college.

Two years ago at Boston University, we began to involve alumni in the admissions process. Now, based on our experience, here's some advice:

Send out a joint general mailing from the admissions and alumni offices inviting alumni to meetings in their areas. Include a reply postcard so you can easily keep track of whom to expect.

Send an admissions official to the meeting to present the institution's program. And remember, it sometimes takes two or three meetings to set up a regional alumni committee.

At Boston, we pick, from the alumni at the meeting, a chairperson and four coordinators. Each coordinator takes charge of a different facet of recruiting: meeting with high-school guidance counselors, presenting information at open houses, giving parties for students, or talking to accepted students.

The coordinator for high-school liaison chooses an area high school with which to work. (Presently, we have school committees to serve six metro areas: Baltimore, Philadelphia, Cleveland, Chicago, New York, and Washington.) Your admissions office should send the high school's guidance counselor a letter, introducing the representative. (Be sure to send a formal letter since guidance counselors are often wary of alumni.)

High schools all over the nation have college days and nights when they invite colleges and universities to open booths, hand out pamphlets, meet students and parents, and otherwise promote their institutions.

Be sure your representative is well informed about current programs on campus. Send to alumni manuals on the questions most likely to be asked.

Warn your representatives against discussing with applicants their odds of acceptance. It's poor public relations when a student who has been assured of admission gets rejected.

Some alumni enjoy hosting or arranging parties during the Christmas and Easter holidays for new and prospective students. These social functions can be a plus in helping the student

decide whether to attend your school.

After accepting students, send them the phone number of a local alumni representative. Alumni can answer questions quicker than an overworked, understaffed admissions office.

The major expenses in starting an alumni schools program come from the first few meetings: invitations, hotel rooms, refreshments, and sending admissions representatives to the meetings. Once you are organized, you must cover the alumni telephone, postage, and party bills. But the cost is minimal for the results you'll get.

In the long run, besides boosting admissions, organized alumni involvement strengthens your institution. Many alumni, especially the younger ones, are not interested in the usual club-type, social activities that have long been the staple of alumni gatherings. But they are happy to be useful to their institution and community. They also will keep abreast of developments on campus, and will as a result gain a higher regard for alma mater. CASE

Alumni help communicate

BY ARTHUR W. BRODEUR
Director of University Relations
Cornell University

Alumni volunteers are traditionally fund raisers, board members, job counselors, and student recruiters. At Cornell, they're also communications consultants.

Under the leadership of two active alumni volunteers, the creative talents and expertise of 25 alumni volunteers were brought together to form a public relations advisory committee. The committee was formed by the Cornell University Council, the university's alumni leadership group.

Members of the year-old committee include the president of a communications research firm, chief executive officers of several advertising and public relations firms, an editor of *The Atlantic Monthly*, corporate and product PR people, the New York City bureau chief of Gannett Newspapers, an associate editor of *Newsweek*, an assistant managing editor of *Money*, a professor at Columbia Graduate School of Journalism, and an alumna active in the arts who has a deep interest in educational television.

CASE *Creative Communications Art*

What does the committee do? It makes recommendations about the flow of information to CU council members, alumni, and other constituencies. To administrators, it conveys alumni opinion about the university's public relations policy. It also advises the university on public relations programing and on effective mechanisms for feedback and analysis.

To use the talent and interests of our committee members most effectively and economically, we involve them in specific causes or interest areas. For example, we've set up subcommittees to work on The Cornell Campaign (the university's five-year, $230-million fund-raising program); media placement; public relations research and planning; local, regional, and national TV; alumni, university, and conference advertising; and use of regional offices and alumni clubs for grass-roots public relations.

So far, the communications advisory group has been helpful in many ways. Members provided important advice and assistance, for instance, in developing a public relations program for the inauguration of Frank H. T. Rhodes, Cornell's ninth president. He received national coverage and, through committee contacts, was mentioned in the "People" section of *Time* Magazine.

The committee also urged the university staff to develop a major press kit for the inaugural. Based on its advice, we designed the kit for media use beyond the date of the inaugural. It included not only standard biographical

and inaugural material but also stories on Cornell's research strengths, major facilities, and libraries.

Another committee-inspired project was production of a film about Rhodes and his role as Cornell's new president. Committee member Laurel Vlock, a successful television film producer from Connecticut, worked with the radio, television, and film staff of the university relations office to produce the film. Although we designed it particularly for educational television audiences, it has potential for commercial audiences, too. And we will adapt it for alumni use.

The committee has encouraged us to merchandise Cornell media placements. Members have suggested that our staff keep Cornellians and friends of Cornell aware of the university's placement in national media. Obviously, placement is important to a variety of Cornell constituencies. Not only does it help attract new students and faculty, but it's also a source of satisfaction and pride to alumni. At the committee's suggestion, we send occasional media clipsheets to a variety of Cornell groups.

The committee has produced other less tangible but equally important results. Because of their involvement, committee members—some of our leading alumni—are better informed and more sympathetic to the needs and concerns of the university. Our PR staff is also benefitting considerably. We're improving our skills and trying new things, thanks to the experience and expertise these alumni provide. CASE

Alumni Visiting Committees: A Step Beyond Tradition

BY HELEN M. ECCLES
Director of Public Information
Phillips Andover Academy

The traditional way to draw distinguished alumni into active roles at an institution is to ask them for financial and moral support. At Andover, we take a step beyond tradition and use our graduates' talents through a special visiting committee program.

Since 1974, we have invited committees composed of qualified alumni to observe the science, mathematics, religion and philosophy, and communications departments. Rather than evaluate or grade the departments, the committee members try to stimulate them to self-examination of goals, objectives, and means. They bring perspective to questions that the departments see as issues. "We want them," said a committee chairman, "to keep asking themselves as a department what they are doing and why they are doing it."

To select a committee, we start with a computer list of alumni in appropriate vocations. We ask faculty members of the department to be visited, and others who know them, to help us narrow down the list.

Alumni, we've found, want to offer their expertise to the academy, even when they have many demands on their time. One committee member said he tended to avoid purely social alumni gatherings. But, he added, "all of us found that relating to the school as adults in a focused and working way, instead of a nostalgic and fragmented way, had made Andover doubly dear to us."

It's important for the alumni to be familiar with the particular department and department members *before* the visit takes place. We send committee members background information such as detailed course descriptions, departmental goals and objectives, and, in the case of communications people, samples of all academy publications. Most importantly, each department frames questions for the visiting committee to address so that the actual visit will be as productive as possible.

The alumni are on campus for two to three days. They talk with faculty members and students, visit classes, study curricula and materials, and spend hours meeting with the department as a whole.

They also meet alone as a group in order to begin to put together a report. The committee chairman later edits it and sends it to the department and to the headmaster several weeks later.

The alumni committees are available to the school when it needs special kinds of advice. After Andover's Protestant school chaplain died last summer, the administration began to question how best to serve the needs of a pluralistic student body. A faculty committee did three months of preliminary work, sending minutes of their meetings to an alumni visiting committee on ministry and religion. Working together during an intensive three-day visit, the two committees agreed that the ministry should reflect Andover's pluralistic character and be separate from the academic religion and philosophy departments.

Their solution was a team of ministers (a Roman Catholic, a Protestant, and a Jew, preferably ordained) to be hired as instructors in regular academic departments, but also responsible for worship services and pastoral counseling of their several flocks. Both this conclusion and its prompt endorsement by vote of the trustees were largely due, I think, to the inclusion of an alumni perspective in the decision-making process.

More recently, the report of the alumni communications committee encouraged us to centralize publications.

Andover derives many benefits from the visiting alumni committees. The meetings cement the "doubly-dear" bond between the alumni and the academy. The most fruitful meetings lead to lasting relationships between departmental faculty and alumni who are topflight professionals in their fields. All of us at Andover benefit from the stimulus and perspective that come from alumni who empathize with what we are trying to do. CASE

8

involving students

the future is now

Building the "alumni habit"

A round up of lively student-alumni programs

BY MARY PURPURA
Editorial Assistant

If you want your recent graduates to respond to your requests for funds and volunteer support, perhaps you should start building the "alumni habit" while they're students. That's what many institutions are doing through organized alumni relations projects.

Some colleges and universities have student alumni associations or foundations with sophisticated constitutions and elaborate programs. Other institutions involve students in alumni programs more informally. But all share one premise: Healthy student relations evolve into healthy alumni relations.

CASE CURRENTS asked a handful of colleges and universities to fill us in on their student-alumni programs. Here's what we found out:

Clemson University

You'll find one of the most active student alumni councils at Clemson University. Its members energetically serve students and the university.

"Students know the alumni association and its Loyalty Fund will be coming their way after graduation," says Mendal Bouknight, alumni field representative at Clemson and adviser of the Student Alumni Council (SAC). "They know the alumni association will 'hit them up for money.' Too often, though, they don't know why. Through our SAC projects, we introduce students to the alumni association in a positive way."

To entice new members each year, the SAC takes advantage of "Student Organizations Day." This event, sponsored by the student government, takes place during the first week of classes. The SAC sets up a booth among the other student groups and provides information for interested students.

September also finds SAC members scurrying around dormitories distributing these goodies:

- *Telephone wall cards*, which list important campus and community telephone numbers—and include blank spaces for other important numbers, like all-night pizza parlors.
- *Good Stuff Boxes*, furnished by the 13-30 Corporation, hold razors, shampoo, moisturizer, and other handy toiletry samples.
- *"Dates and Data,"* the SAC's August-July pocket-size calendar, lets students see at a glance when registration is, when their favorite movie will be shown, or when the first football game will be played.

January brings Orange Carpet Day, when SAC members sponsor a one-day orientation and welcome for recipients of the $250 Alumni Merit Scholarship. Incoming students and their parents receive tours of the campus and meet the deans and college representatives.

The SAC's Alumni Master Teacher award makes the entire university—alumni, parents, faculty, administration, as well as students—aware of the council. The SAC publicizes the event and accepts nominations from any member of the student body. The SAC makes the final selection.

At commencement, Clemson's president presents a plaque and $1,500 to the winning teacher for his or her outstanding classroom work.

Prior to organization of a formal council, Clemson had strong student involvement programs, including a senior gifts program, student body class officers in the National Alumni Council, and an annual senior picnic.

Then in 1972, a Young Alumni Committee was appointed to study additional possibilities. With the cooperation of the student government and the Office of Student Affairs, the committee recommended a 30-member student group to include all four classes and nine colleges of the university.

Nineteen positions would represent the same geographic areas as those of the Alumni National Council. The remainder of the slots would be filled by five members-at-large and by six service organizations including representatives from the student paper, student union, and Panhellenic organization.

This year, the SAC has participated in the campus campaign for the Edwards Endowment, and hopes to sponsor more telethons, a campus visitation day for high school juniors, and reunions for special groups of alumni.

"The SAC—if it does its job—eliminates the gap between students and alumni programs. Alumni programs—if they do their job—involve both alumni *and* students," says Bouknight.

Cornell University

Although Cornell University doesn't have a formal student alumni council program, its undergraduates are involved in a variety of recruitment, alumni service, and undergraduate service activities, mostly through student-initiated, student-run groups.

One of these groups is the Cornell Ambassadors, organized in 1969. Worried about the image of Cornell that alumni and the public were receiving, a number of students—with the Alumni Office—formed the group to improve student-alumni relations.

Some 60 students are now Ambassadors. They run phonathons, host alumni events, and help in recruitment through visiting high schools and conducting on-campus tours. They also invest a lot of time in speaking to Cornell alumni clubs throughout the country.

Suzanne Carter, a Cornell senior and chair of the Ambassadors, told us about one of their most successful programs: "For a two-week period every year, we invite those students who have been accepted to Cornell to visit our campus. We recruit undergraduate volunteers so each individual has his or her own host. We also make sure the admitted students have contact with the Ambassadors: We man the Admissions Office 'round the clock for those two weeks. And the Ambassadors sponsor two big receptions at which administrators answer any questions that the students or their parents may have. We provide formal tours and special parents' programs, but we'll also take our guests anywhere they'd like to go. We want them to want to come to Cornell."

Another program at Cornell is Career Profiles. Charlotte Shea, associate director of the Career Center, sends out a mailing every spring to selected alumni in various careers who would be interested in one-on-one or one-on-two discussions with undergraduates. Student volunteers prepare the rooms for the discussions, entertain the alumni, and make sure the sign-up process for students runs smoothly.

Alumni come to campus twice a term for the Profiles sessions. These sessions are designed to give students insight into the career developments of participating alumni and alumnae—not the "how-to" of professional career selection and training.

The Cornell Internship Program also gets students and alumni working together. Student-organized and directed, it serves the entire undergraduate body. Students actively seek out alumni employers who will hire an undergrad for the summer session. Frank Clifford, director of alumni affairs, says the feedback has been very positive.

Northwestern University

"Alumni programs for incoming freshmen consistently succeed in involving students in alumni activities," says Jerry Ehrlich, director of student alumni relations at Northwestern University.

NU's freshmen summer parties, held in the 43 cities where there are alumni clubs, are especially successful, says Ehrlich. "We contact alumni and ask them to host these parties. Our Wildcat Council—an undergraduate student-service organization—provides upperclassmen to co-host the affairs. Parties, most of them held in a graduate's house, range from casual Coke-and-chip get-togethers to swimming parties and elaborate dinners." One alumnus took students out to dinner at his Cricket Club.

At these gatherings freshmen meet classmates and have a chance to ask alumni and upperclassmen about NU.

Freshmen also benefit from the Alumni Association Express—a bus service from Chicago's O'Hare Airport to NU's Evanston Campus—that runs on the day dormitories open.

This year, undergraduates decorated five busses, met 450 students at the airport, and helped them carry luggage from campus drop-off points to their dorm rooms. "While the entire day of the express was extremely busy," Ehrlich says, "it was a lot of fun and greatly appreciated by the students and their parents."

Ehrlich admits that the program is costly, but feels that it's more than worth the money. "Freshmen are scared," he says. "When they step off a plane and see smiling faces, the ordeal becomes a little easier to handle."

University of Tennessee at Chattancoga

"I involve students from the Undergraduate Alumni Council (UAC) in any event where there are alumni," says Vicki Weathers, director of alumni affairs.

Besides working with the alumni association in planning Homecoming and other special events, UAC members work at the golf, tennis, and racquetball tournaments for alumni. These events are not fund raisers. Instead they provide alumni with a day of fun and a chance to interact with students from their alma mater. UAC members help with everything—from pre-registration to tallying up scores.

Students also assist in UTC's four-day telethon. Says Weathers, "Fund-raising talk often turns into conversations about whether the 'old school is what it used to be'." Students help keep alumni up-to-date.

The UAC has a lot of visibility on campus as well as with alumni. Recently, members sponsored a "Trivia Panel" between students and faculty. It was held at the Student Center and over 200 students watched. The UAC also provided free hot chocolate to students during winter registration.

In addition to their many service projects, UAC members find time to develop fund raisers above and beyond the telethons. For example, when UAC members suggested a gas raffle, a gas station owner and UTC contributor donated 50 gallons of gasoline. Students sold raffle tickets to everyone—alumni, other students, university employees, and friends of the university. The winning ticket was drawn at a football game, which yielded extra PR mileage.

UAC members use the money that they raise for public service projects. For example, in November 1979, UAC members called a local agency to find out the name of a nearby needy family. Each student brought food, clothes, or toys to make that family's Christmas merrier. They even had a Christmas tree donated to their cause. Using money from their treasury, the students bought wrappings and decorated the gifts and tree—all of which they delivered themselves.

Weathers advises: "Whatever your program for undergraduates may be, there are a few points to remember. Recruit dedicated students, provide them with meaningful activities, and fill them with a sense of pride for their organization and their university. There's no better way to cultivate satisfied and involved alumni."

Yale University

Yale students are involved with alumni in several formal—as well as informal—programs.

Anthony McClellan, executive director of the Association of Yale Alumni (AYA) impressed us with his description of Yale's assembly program. "Twice a year, elected alumni delegates from around the country come to Yale to discuss topics of interest regarding the university. We also invite 12 undergraduates—one from each residential college—and 12 representatives from the student senate representing the graduate and professional schools. The sophomore and junior classes each have one elected representative. In addition, the senior class president is an automatic delegate, and the senior class treasurer an invited guest. With this system, we have both alumni and student input on campus issues. Assembly themes have included 'Residential College System at Yale,' 'Graduate and Professional Schools at Yale,' 'Arts at Yale,' and 'Admissions at Yale.'"

"We involve other students in the assembly depending on the topic," he continues. "For 'Arts at Yale,' students conducted tours of our four art schools. We even invited the whole assembly to an open criticism of one of the architecture classes. This way, our alumni can really see what's going on. When they report back to their constituencies, they'll have the 'real story'."

The AYA also sponsors a Sunday brunch program at Alumni House. McClellan invites the sophomores of four residential colleges over a period of three Sundays. "The program is low-key," says McClellan. "There are no speeches. We serve the same meal that the students would have in their own dining halls, but these brunches give us a chance to get undergraduates acquainted with Alumni House."

Major metropolitan newspapers are there to be read; Alumni House staff members are on hand to chat. It's a nice, relaxed way to introduce students to Yale's alumni program.

This year, along the lines of fund raising, Monica Robinson, director of

the agents program, has begun recruiting Class Agents at the end of their junior year, rather than in the spring of their senior year. This gives her a chance to educate the group about the Yale Alumni Fund and alumni affairs in general throughout their senior year.

"The program includes a tour of the Yale Alumni Fund offices for the group in the spring of junior year, an invitation to the Yale Alumni Fund Convocation for Class Agents in the fall, and the alumni assembly in the spring. Throughout the year the class agent group meets for dinner and in conjunction with events happening on campus," writes Robinson.

"In the spring of senior year, we will ask senior class agents to help in the recruitment and initial orientation of the next group of class agents," she continues. "By the time of graduation, it is our goal to have a unified, well-informed group that is ready to take part in the Yale Alumni Fund process beginning the fall after graduation."

University of Michigan

For the members of the University of Michigan Student-Alumni Activities Council (SAAC), an especially time-consuming—but rewarding—activity is the student panel program.

In-state clubs can ask a panel of three or four students to attend their meetings. Clubs usually request panels for meetings to which prospective students and their families have been invited. Sometimes, though, alumni invite a panel so that they can talk to students themselves.

Panels are anything but homogenous: The students on any one panel have different majors and are at different stages of their undergraduate career. After a slide show, the students answer audience questions about U-M life.

Also for the benefit of prospective students, the SAAC runs high school bus tours. Alumni clubs arrange for 30 to 50 local students to visit U-M on a given Saturday. Guides tailor a two-hour walking tour to suit the group's interests. After lunch with their guide and a question and answer session, prospective students take a bus tour of U-M's satellite campuses.

SAAC members also help keep alumni in touch with the campus by helping at class reunions. They help at registration, lead bus tours, and escort reunion attendees to any campus activities they want to see, like football games or university orchestra concerts. In the future, Christine M. Elmen, adviser of the SAAC, hopes to have pre-law students represented at law school reunions, predent students at dental school reunions, and so on.

Brown University

Brown University's Student-Alumni Relations Committee (SARC) sponsors the Host Family Program, in which incoming freshmen living west of the Mississippi are paired with Rhode Island families of the Brown community—either alumni or university employees. "During the summer, we let our admitted students know who their host family is," says Terri Barnes, alumni relations officer. "Over the course of the school year, students use their family's washing machines, eat dinner occasionally in their homes, and so on. When students can't manage to go home for Thanksgiving, their host families have them over." This program takes a little of the terror out of the freshman experience . . . and gives students a wider picture of Brown as they settle into campus life.

The Brown Network, another SARC service activity, provides undergrads and recent grads with a career-oriented resource service. Students are involved with alumni through Career Nights (one to four alumni speak to an audience of students about their jobs), Externships (opportunities for week-long on-the-job experience), the Resource Bank (alumni tell students about their careers through letters or phone calls), and Internships for either a summer or semester.

Brown's Associated Alumni puts out a booklet, "Keep in Touch," which informs graduates of the many alumni relations services that are available to them. All seniors receive a copy during graduation week.

Iowa State University

Iowa State University's Student Alumni Association (SAA) has hosted the National Student Association/Student Foundation Conference *twice*—the second time just this past September. Linda Kennedy, coordinator of special projects, told us that the event was completely student planned and organized.

Participants chose programs with an emphasis on service or fund raising. ISU's SAA members and members from several represented institutions conducted the workshops, from slide presentations to Q&A sessions. These seminars demanded thorough preplanning, since conference participants ranged from seasoned student alumni council pros to advisers and students who didn't yet have active groups.

The SAA also planned informal activities, like a Friday night barn dance. "Our social programs provided students and advisers with an opportunity for a relaxed exchange of ideas. They were fun—and productive, too," says Kennedy.

This feeling of productive fun flows into ISU's Senior Class Challenge. Seniors "challenge themselves" and pledge a certain amount of money—always with a specific project for the good of the university in mind. Kennedy tells us about this year: "Since it's the class of 1980, they've pledged $80,000. This money will be used to beautify Lake LaVerne—a campus landmark. Although the gift won't pay for everything that needs to be done, it will cover a big chunk of dredging and landscaping costs." The pledge covers a five-year period. Each year, SAA members remind former seniors about their challenge pledge during ISU's Callathons. In a two-week Callathon this fall, the SAA raised $7,847 in pledges.

One of the SAA's most successful service activities is Cyclone Days, when prospective students visit ISU.

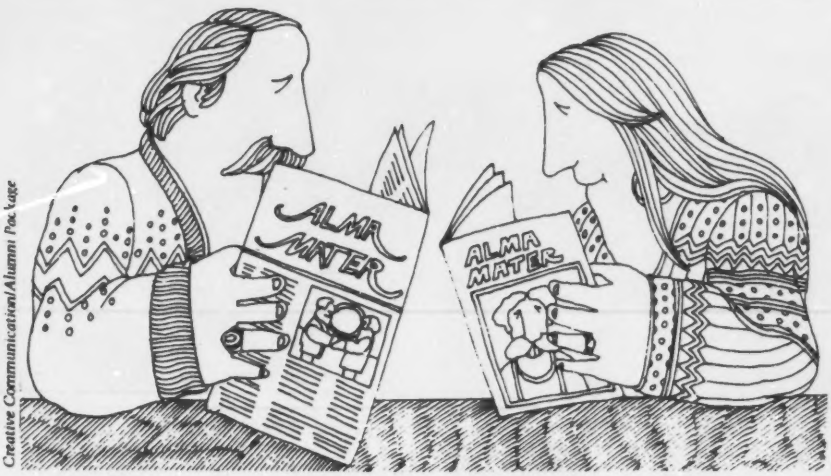
Before a Cyclone Day, the Guides handle mailings to those students who have expressed an interest in ISU through ACT or SAT questionnaires. They also line up administrators to greet the visitors.

When the prospective students and their parents arrive, they meet with representatives from the Financial Aid, Residence, and Admissions Offices. After lunch in a residence hall, the guides conduct campus tours, taking each student to speak with a faculty member in the academic department that most interests him or her. Cyclone Guides pick them up after their consultation and take them to the Iowa State Center for a slide presentation on ISU.

Through their contact with graduates and their recruitment efforts, SAA members fulfill their motto: "Students helping students—past, present, future." CASE

If students like campus life, they'll make good alumni

BY JERRY W. CRIGGER



Creative Communication/Alumni Package

Most recent graduates are not financially able to contribute to their institutions. Consequently, many alumni administrators watch their graduates submerge into the business world and hope that, in 10 years or so, they will emerge as both contributors and volunteers.

The approaches we use to solve this problem of the "disappearing graduate" vary greatly from one institution to another. Many alumni officers feel that soliciting an alumnus/a for a contribution within six months after graduation is a step in the right direction. This keeps the institution on his or her mind. Some institutions with alumni dues feel that everyone can afford to join the association and that the dues offer graduates a sense of belonging to a large group of supporters. Other institutions stay in touch with alumni through newsletters, tabloids, magazines, campus activities, and continuing education classes.

One solution that alumni offices have not fully developed is the undergraduate alumni association. Dedication to alma mater does not begin with the final handshake by the university president. Students' loyalty must be encouraged while they are still attending classes, sports events, fraternity/sorority functions, and so on. In other words, if students enjoy campus life, they will probably make good alumni.

So the undergraduate alumni association can help solve the "disappearing graduate" problem. Although recent graduates may not be able to give much money for a few years, they may be able to give time to their institution by working at phonathons, setting up picnics, helping recruit students, and doing other tasks.

Only a few students may be involved in an undergraduate alumni association at any given time, but they circulate among other students. The University of Tennessee at Chattanooga hopes that our students will mention their relationship with the alumni office in the course of conversation and that their friends will realize that someday they, too, will be alumni.

What do student association members do? Generally, they act as official hosts and hostesses at all alumni functions, where they are available to answer questions the alumni may have about campus life. The maximum potential from a student alumni group comes only when the group is very active on campus. In this way, the group's name may be discussed more often in the university center, library, or wherever students congregate. If the student group has campus service projects, holds functions for other students, or enters intramural sports, other students will have the feeling the alumni office is working for them even before they graduate.

By bringing together a representative group of students selected on the basis of their academic achievements, extracurricular activities, and leadership abilities, the student alumni association helps the alumnus/a have a positive association with the student population. Also, using students with a wide variety of extracurricular activities increases the amount of campus exposure for the organization.

Student alumni associations can also act as liaison between the campus and alumni. We can assume that any alumni who attend a university function are interested in the university or they would not be there. They want to be reassured that quality education is continuing and that the caliber of students is high.

If you want to establish a student group on your campus, your first step is to convince some top students of the organization's merit. To find top students, work in conjunction with your student affairs office.

Your next step is to draft a constitution. Then invite selected students to a luncheon or reception as your guests. Remember, make the idea attractive to these students since you will be competing with many other service groups for their time and interest.

Once you organize a nucleus group, the students should take over. At UTC, students send applications to all campus organizations and make other applications available in the university center. When the students receive the applications, they interview potential members. *They* should choose who will work with them.

One tip to remember: Keep the group to a manageable size. UTC's group, for example, is limited to 30 members so that the staff can get to know them personally. Alumni also feel more comfortable with students they see repeatedly.

Make students feel they are members of a select group. Then they will probably be more willing to contribute their time and energies. You can encourage them by involving the college or university president with the group in some way and by having important alumni talk with them at meetings. Above all, make the students understand the importance of alumni who contribute time, money, and energy to their alma mater. CASE

Getting into externships

BY ADELAIDE M. ZAGOREN
Executive Director
Associate Alumnae of Douglass College
Rutgers, The State University

"I always felt I would like to be a physician—now I know I must be one."

"Not only did I meet very interesting people, but I got to write and have my work published in real newspapers."

"Even daily commuting by train and bus proved to be a valuable learning experience."

"I wish this kind of program had been available to me when I was at that stage."

These are some reactions of students and sponsors to the externship program of The Associate Alumnae of Douglass College. We developed this project to meet the changing career counseling needs of Douglass students—our future alumnae.

Our externships let Douglass College juniors and seniors "try out" careers during vacation periods. They spend a week in the offices of alumnae and business people who work in career areas interesting to them. This helps students explore ways to use their liberal arts education.

We recruit alumnae and area business people to sponsor externships. Students must be able to commute to these externships, although some alumnae far from campus do offer housing as well.

We place these externship opportunities in a Career Resource Bank, located in our office. Next we publish a tabloid of "classified ads" describing each job, and invite students to apply for up to three positions each. Students participate on a voluntary, extracurricular basis. In five years, this program has grown steadily from 20 externships to 275 this year.

A committee of alumnae, usually with the help of the Career Counseling Office staff, selects the students for the positions. If a student's three choices are oversubscribed, the staff may provide an alternate position for which the student's background seems suitable. For particularly important or sensitive positions, we also check a student's references.

Before the externships begin, we hold an orientation meeting for students. Here we review the program's goals and benefits as well as students' responsibilities to their sponsors. This helps students see the advantages of externships, even if they are not assigned to their first choice. We remind them that their actions can affect the reputation of future Douglass graduates who may apply for jobs there.

We find this meeting minimizes such problems as students' not appearing for their externship assignment, harboring false expectations about the program, or feeling disappointed in their assignment.

A frank discussion with each sponsor helps minimize sponsor-related problems. We give the sponsor a pamphlet that reviews the goals of the externship and provides helpful suggestions for program content. (When we speak with an industry executive who then recruits sponsors within his or her firm, this pamphlet becomes particularly helpful.) Before the externship begins, we also provide each sponsor with information about his or her student.

Benefits—hidden and obvious

Evaluations from both externs and sponsors have shown us these benefits to the program:

- *Students have a chance to sample their field.* Students learn about a professional's relationships with co-workers, and the actual assignments carried out during a day. By observing others in the organization, the student may learn about an alternate career opportunity in her field. She may gain perspective for planning her future studies. Sometimes she makes important first contacts in her field.
- *Alumnae like sharing and helping.* This program makes alumnae feel needed by their college—and more supportive of it. And sometimes they get help with a project they haven't had time to do themselves.
- *Business identifies potential employees.* An unexpected benefit—especially since we added outside sponsors—has been the hiring of some student externs for summer or permanent positions.
- *The institution improves the curriculum.* When we meet with business executives about sponsoring externships, we frequently learn what academic preparation they seek when they hire professionals. We share the results of such meetings with the academic community, which uses the information to augment our liberal arts program. For example, a new science management program has been added to our curriculum based on the expression of these needs.

Career resource bank

At Douglass, our externship and other career counseling activities sprout from our Alumnae Career Resource Bank. The bank holds information on alumnae we've identified as potential externship sponsors or as speakers for other career counseling activities.

The bank takes up several notebooks, cross referenced for easy access. We try to update the biographies periodically and to note requests made of each alumna. (This avoids overusing anyone.) If we ever receive a less-than-good report about a person's ability to speak or to provide a worthwhile externship, we simply remove the biography so that the person is not called on again. However, we note good evaluations in the biography, where they are valuable to persons searching the file later for their needs.

If your university has its alumni records, including career information, on computer, your bank is ready for take-off. You can scan these records for potential externship sponsors and speakers.

We add to the bank through appeals for volunteers in the *Alumnae Newsletter.* And we carefully scan class notes, alumnae news clippings, and class questionnaires to identify potential participants. This process goes on continuously. Classes which send reunion questionnaires are encouraged to include career-related questions for this purpose.

When we identify alumnae, we invite them to join the bank. Their return of an updated biographical form automatically adds their name to our collection.

A side benefit: The bank is a resource for faculty who wish to invite alumnae

back for a classroom program or who wish to confer with former students about some aspect of their field of interest. Several academic departments take advantage of this regularly.

Staff requirements

At Douglass, our externship program takes about half of the time of a professional and of a clerical staff member. At certain seasons, it is a full-time assignment for both. As executive director, I add a liberal amount of my own time—particularly in the opening up of important new outside sponsors.

Generally, we find that our professional works chiefly on the development of the bank, forms and form letters, and printed materials; on the establishment of a workable calendar; and on relations with sponsors.

Our clerk processes the many mailings and maintains the bank.

Finally, a volunteer committee helped us develop the plan, and now assists in securing the financial support for the program, selecting students for jobs, finding sponsors to meet unusual needs, and constantly watching for additional sponsors.

I take three externs myself in each of the college vacation periods and can personally attest to the rewards of this program. I even recruited my most recent staff member after seeing her in action as an extern in my office! CASE

Hustle While You Wait

Reach Those Students Now

BY KATHRYN BURNET
Coordinator of Special Projects
Iowa State University Alumni Association

Thomas Edison might well have been speaking to the membership of CASE when he said, "Everything comes to him who hustles while he waits." Tapping the service and allegiance of potential alumni while they are students provides greater dividends than soliciting their support after graduation.

STOP, LOOK, LISTEN . . . AND THINK

Take a look at the students on your campus. Energetic aren't they? Enthusiastic, too, and skilled in many ways. What do they know about your alumni association? What do you do for them? When they graduate, will they remember the association?

Imagine a student organization, working along with your staff on mutual goals, knowing what you stand for and wanting to help. They are organized, and their officers, committee chairpersons, and volunteers contribute hundreds of hours. They publicize your projects, raise money, visit alumni, give campus tours, offer travel programs, prepare seniors for graduation with seminars, and welcome students to campus on your behalf. They also represent your school to prospective students, give alumni banquet programs, spark up your traditional events, provide an opportunity for alumni to assist students in the job market, and keep your association visible.

In 1973, we imagined just that scene. Today it's a reality and the Iowa State Student Alumni Association has proved itself a success.

WHERE TO START

Student support programs are not hard to develop. Anyone can do it. Here's how.

With your staff, decide the aim of your student support program and define it. For example, the purposes of the Mankato State Alumni-Student Advisory Board are as follows: to promote Mankato State; to increase the identification between the current student body, the alumni, and the college; to create on-campus service programs to benefit current students.

At Iowa State, the purpose of our student alumni association is as stated in the bylaws of the alumni association: "to promote benevolent, charitable, scientific, and educational objectives for Iowa State University and for its students, faculty, staff, and graduates." With a common purpose, the SAA and the alumni association are sure to be compatible.

BIG GUNS ARE BEST

To start your student support program with power, use the big guns. You need not only the best the student body has to offer but also the top brass in the university administration. In order for the students to be able to serve the university effectively, they need the understanding and support of everyone from the president on down. Without this, the students will find the going rough. You and your staff should enlist that top support even before selecting the student committee.

Hand-pick the first steering committee of students. Identify student leaders who have proved their capability, drive, and creativity; then sell them on your program. Fire them with enthusiasm as you invite them to participate.

We invited the students we wanted as executive committee members to an overnight retreat. There they and the alumni staff discussed the possibility of a student association.

STUDENTS HELPING STUDENTS

Student initiative is a key concept. You should establish the general purposes of your student program. But from that point on, the students should take over. They should write their own constitution and plan their own organization, business policies, and priorities. Your staff should serve only in an advisory capacity.

COME BLOW YOUR HORN

How does a new student support program advertise itself and gain members? By blowing its horn, of course, at every possible opportunity. Here is one area in which administrative support can help. At Iowa State, the student alumni association was given permission to include in the pre-registration mailing an insert introducing the association and asking for student volunteers. It was a free mailing for the association, and, because all students were returning registration materials anyway, they could return the volunteer form at the same time

at no extra cost. We obtained 1,000 volunteers this way. They were contacted before arrival and when they got to campus, SAA members met with them to describe the programs and select committee members.

The association sent mailings to welcome freshmen, and it joined in the sponsorship of New Student Week. Whenever there is an activity fair or similar opportunity for public relations, the association is there with one of the best exhibits. The alumni association gives the SAA good coverage in alumni publications and a prominent role in traditional events such as parents weekend and homecoming. SAA has a permanent display window in the student union. About 25 percent of the SAA budget has been allotted for publicity. The university information service cooperates in publicizing association committees and activities.

Ten Ants Equal 100 Grasshoppers

There aren't any rules for success that will work unless the students do. Choose students carefully. We use the application-interview method and look for students with the desire to work and with time to commit. Each potential student committee member is interviewed by a committee of students and an alumni association staff member. Inevitably, a few grasshoppers get in with the ants, but they don't last on the committees. The student alumni association enjoys a reputation as a prestigious campus organization that draws excellent student talent.

Soft Shoulders Ahead

Once you have your student leadership and administrative support, you're on the road to success. But, beware of soft shoulders! If you pull off the road to do the paperwork, you may find yourself stuck in the mire.

It was a year before the SAA had its constitution and standing rules as students wanted them, and had established a workable business policy, designed a letterhead, and chosen a slogan. But the students didn't wait for that. In that first year, they carried out half a dozen significant programs and laid the plans for a half a dozen more. They visited 150 high schools to talk with prospective Iowa Staters, carried out a successful summer job day, sponsored a consumer affairs week, organized several travel programs, planned Parents Weekend, hosted all-university receptions, presented a number of alumni banquet programs, and planned a bike race for fund raising. At the same time, they were busy telling other students about the association.

CASE *Creative Communications Art*

In that year, the SAA involved 150 students on committees, and received salutes from the university administration and the American Alumni Council.

No Office Hours for Leaders

A student support program changes your work life. Your capacity is greatly increased by your student volunteers who prepare programs for alumni clubs, host campus weekends, and ease your workload. On the other hand, eight-to-five office hours will be no more, at least not for the staff member who serves as student program adviser. It takes close to 75 percent of her time—and she's not the only person working with the students.

Students get involved with the work of every staff member, and they keep us all moving. People ask how we "pushed" students into assisting us with telethons, publications, and many other areas of our operation. But how can you push someone who's going faster than you are? The students have caught the vision of what our association is all about and they want to help.

On The Subject of Money

Students know how to stretch the dollar. Some schools finance their student programs on $300-$500 per year, and the students earn the rest. Our students have just cleared over $2,000 by arranging a charter flight; they also raised $65,000 in a telethon to alumni (co-sponsored by the ISU Achievement Fund). Our initial investment in their program was $6,000. Other schools have had similar experiences with successful student support programs.

More Ideas. . .

Before we began our student support program, we looked carefully at similar programs at other schools and chose from them the aspects that might work on our campus. And in the two years that we have been involved in our program, we have discovered a number of others. CASE

What students want: Help finding jobs

If our North Dakota State University students are typical, alumni associations might do well to devote more of their energies to programs that help students find jobs. That's a major conclusion from a student survey we conducted last spring.

We gave students an extensive list of possible alumni association services and asked them to indicate the ones that they wanted most. When we tabulated results, right at the top were these four: helping them find permanent jobs, internships, summer jobs, and cooperative education positions.

That's a clue to us—and possibly to you—that programs in these areas may hold the answer to building a strong association for the 1980s.

But let me back up and tell you about our survey project.

We wanted to find out student attitudes toward the alumni association and toward the university. We also wanted to see how much students knew about the association and to get their evaluation of possible future programs.

Under staff direction, students in an advanced public relations class personally administered the survey questionnaire to about 160 randomly selected juniors and seniors. The results are considered statistically valid with less than a 5 percent margin of error, based on the method used and the number surveyed.

After help finding jobs, internships, and so on, students rated these services next most useful: career day seminars with alumni business people, student rates for travel with alumni groups, group rates for insurance, alumni-sponsored student social activities on campus, and tutoring programs funded by alumni.

The survey also showed that many students have no clear idea of what the alumni association does. Many thought of it only as a fund-raising organization, and a sizable number thought it involved mostly people who support the athletic teams.

Armed with the survey results, the alumni association hopes to increase its visibility among presently enrolled students and to assist seniors and graduates in finding jobs. Jerry Lingen, executive vice president of the association, hopes to do this through the association's informal network of alumni in management positions.

Central to the efforts at increasing awareness of the association will be the Young Alumni Association. It's comprised of alumni in their 20s and 30s, about 60 percent of the 33,000 NDSU alumni. — RAY BURINGTON, *Director, News Bureau, North Dakota State University.* cms

Creative Communication/Alumni Package

9

keeping records

your tie to alumni

Considering a computer?

BY J. THOMAS KIDD
Special Assistant for Alumni Affairs
Southeastern Massachusetts University

Illustration by Sam Smith/American Management Associations. Reprinted with permission

Sooner or later, you and your institution will face the computer. These devices continue to get smaller in size, larger and faster in data capacity, and less expensive.

Computers are terrible taskmasters. They are stupid and do only what they are told. You have to learn how to communicate with them, to know their capabilities and limitations.

Now, in addition, you have to become familiar with two new technological sidekicks. They are the optical scanner that can read typewritten data and the computer-output-microfilmer that allows you to replace all that paper with space-saving microfiche. (When I worked at Brown University, its entire alumni and development data records, 73,000 of them, fit into a 5x7x17" box.)

If you're considering converting to a computer-based records system, what do you need? First, be sure your current manual records are "in form." Data items should be typed in the same position with the same typeface on each card or sheet. If you haven't already done so, establish data definitions and standard abbreviations and numeric/alphabetic codes for all data items to be coded or abbreviated.

DEFINE YOUR REQUIREMENTS

Once you've made the decision to set up your computer-based system, you should define your requirements.

Design your reports. Collect all the forms, labels, reports, and documents that you are currently distributing or filing (or reading and discarding). Examine them and compare them with similar reports and forms used by other institutions to do what you want to do.

Adopt or adapt as much as you can from others. Every major forms or envelope company will be happy to provide samples and help in this phase of your work.

But be sure to ask the prices of these goodies. You'll feel like a child in a candy shop, but choose carefully to save money. Test the forms, report layouts, cards, envelopes, and file folders you have tentatively chosen.

If at all possible, use actual situations before you commit to programming a report and purchasing paper products. One way you can do this is by using a computer service bureau and a generalized retrieval language/system. These languages permit sample reports to be produced inexpensively. Revision is relatively quick and simple, allowing you to see your changes for the first few report designs until you get the knack.

CONSULT THIS CHECKLIST

Meanwhile, examine your reports with this question in mind: What data do I need to keep in the system's storage section in order to produce this? You've heard it often enough: You can only get out what you put in. If, later, you want something that you failed to include at the start, the changes can be difficult and expensive. It is harder to think of individual data items by listing them than by gleaning them from reports.

To define your list of data items, ask:

- How frequently will I need to use this data item?
- How will I keep it current?
- In light of the previous two questions, do I need to store this item on the computer or will some other means be easier and cheaper?
- How many reports will this item be a part of?
- Is this item permanent or dynamic?
- How many character spaces will be needed for this item?
- Should this item be in full, abbreviated, or coded?
- Can the abbreviated item be used as defined or must it be translated by a name table back to "clear" for certain reports? A piece of advice here: For all abbreviated and coded items, try to

have the same number of characters. Avoid blank spaces. This is why the U.S. Postal Service defined the new two-letter abbreviations for states and why Canada adopted a similar set of two-letter abbreviations for its provinces.

- Should I develop a special code or abbreviation scheme for my data item or can I adopt an existing one?
- Should I have a fixed position and specific definition for this item or can I include it in a variable "pigeonhole"-type item for a series of related codes?
- How many of my records will contain this item?
- Can I afford to have a fixed data item defined that will be included in fewer than 10 percent of my records?
- How do I get rid of obsolete data?
- Should I attach a date to particular data items?
- How long should I keep selected data items in the computer before I convert them to another form of archival storage?
- What is the relationship among the items of data I have defined?
- Should the entry of certain items change or delete other items in the system? If so, under what conditions?

After you have defined your reports and data items, you have to weigh them against some larger questions.

- Can I keep this whole mess current at a reasonable cost?
- Have I met the needs of all my potential users, or have I reached agreement with them on the practical limits of our collective capabilities?
- Does higher management understand what we're trying to do?
- Have we checked the legal implications of our effort?
- Are we an accounting operation, subject to audit?
- Have we considered client record privacy and security?
- Have we examined our records-keeping ethics? Do we sell or give away address lists for commercial or political purposes? Can someone do this without our knowledge?

Through it all, keep in mind that we are the custodians of a significant portion of a human being's identity. In this era of human civilization, that is no mean responsibility.

Consider other system requirements

Other aspects of system requirements you should establish are:

- a plan for the programming,
- a clear policy on access to the hardware and software that your institution controls, and
- clear understandings about limits on your input and output operations in regard to both computer space and time.

Never let computer specialists tell you what you need. Their job is to fulfill *your* needs. They should provide technical know-how and valid estimates of time and costs.

Above all, be certain of your place in the priority policies for use of the facilities. It is amazing how many institutions "bite the hand" that generates money by assigning alumni and development computer operations to the lowest priority.

Scheduling is all-important to computer use at economical cost. Be sure you use effective planning in scheduling your updates, reports, and other system-related activities.

Advanced training; consultants; and self-education through books, periodicals, and seminars can save you much grief and disillusionment. cnse

Ask questions first

BY LARRY HUNTER
Director of Management Information and Management Information Services
University of Idaho

All of our administrative offices operate some kind of information system. Major questions many of you may face are when to automate these systems and what type and how much automation you need. Here are some guidelines that may help.

- Never use the computer (or the computer center) to accomplish tasks with a process more sophisticated than you can comprehend. This may seem so obvious, but my experience with many administrators has proven that it is not.

The trick is to harness the available technology without squeezing the people out of the system. To do this, you automate only those processes that you understand well. Through automation, then, you will not surrender control over either the kind of result you want or the way the result is achieved.

Efficiencies achieved through automation should free up more time for you. Then you can work out better solutions for tasks in which you may be less sure of yourself.

- Carefully evaluate additional functions and services that seem to come "free" with an automated system.

Because both computer and personnel time are expensive, even the simplest additional services from a system will, in time, cost a lot. If the service is something you do not now provide and was not one of your reasons for automating, it is probably not a bargain.

It is important to review office priorities from time to time. One of the natural times is when an office installs a new automated records system. That's the time to discontinue services that are no longer justified and to begin important new services. It is also a time when many make the mistake of beginning a service that is not justifiable.

It can be difficult to evaluate the importance of some services. For example, if you are going to operate a system that has a file containing names and addresses, your computer system will inexpensively print mailing labels "three up" very fast. Should your system print these labels for all the university offices that need them? Most people respond: "Of course, if it doesn't require any additional work for my office." The "if" here may be bigger than it seems. Will you be forced to update more often to satisfy the other users? Will the frequency of such requests be so great as to tie up your files and interfere with your other uses of the system? Will you have to be involved if there are misuses of the information or the service?

If you are going to allow your operation to be turned into a service bureau, be sure that such a change carries institutional approval and that you will be able to have the additional budget and personnel you need.

Take the following steps when you plan to develop or remodel any information system. (These steps are paraphrased from a March 1975 article in *Computer Decisions*, by Raymond Epich.)

1. Place the information systems design project under the direction of an employee whose ability and responsibility are equal to the scope of the project.

2. Take a hard look at all of the systems and data processing personnel participating in the project. Do not begin unless you are sure that they measure up to its scope and complexity.

3. Take advantage of the experience of clerical and technical members of your staff by assigning them as principal members of the installation team. They may know more about information requirements of your operation than professional personnel.

4. Look at the opportunities for mechanizing operating systems more completely before approaching information systems. Some of the most reliable and readily available information comes already machine-readable from computerized operating systems in other departments, such as the student record files.

5. If you know what your information requirements will be, try to design an improved manual information system first. The return from such a project may be greater than from one that mechanizes preparing the same data.

6. Formulate an overall system concept, but if your operation is large or complex, do not try to install it all at once. Plan the project in several integrated subsystems. Rank these in priority sequence based upon the most return for the investment of funds and personnel. Tackle each subsystem separately, yet provide for full integration. You may find that the low-priority subsystems are not worth mechanizing.

7. Don't hesitate to defer the design and installation of automated information systems until you better understand your information requirements.

In view of the rapid improvements in computer technology, you might be wise to wait. The message here is *caveat emptor:* the history of computerized information systems is filled with examples of systems developed at high cost that do little to improve productivity or efficiency. case

Why we converted to on-line

BY TERRY B. COBB
Data Systems Manager, Administrative Data Processing Center
Iowa State University

and JAMES A. HOPSON
Assistant Director, Alumni Affairs, ISU *Alumni Association*

The Iowa State University Alumni Association recently completed a 10-year records conversion. We went from a manual system, to an intermediate batch system, to a total on-line system. Before we explain our conversion and why we did it, let us define some terms.

Manual records systems are, as the name implies, systems maintained without a great deal of automation or computer support. Usually they involve Addressograph plates, 3 x 5 cards, hand addressing, and so on.

Batch systems use the computer to some extent. Updates to the system are made periodically—say every week or every month—and the computer issues forms or reports periodically. You send over updates in batches and the computer issues reports in batches, hence the term.

On-line systems usually represent total conversion to the computer. They provide instant access to disk files through the use of cathode ray tube display terminals. More and more institutions are moving to the on-line approach. And we've concluded from our upgrading that alumni and development records offer a near-perfect application for an on-line system.

WHY WE CONVERTED

Because of soaring enrollment during the '60s and predictions of more of the same in the '70s, we decided in 1968 to change our manual records system. It was clear that simply computerizing existing data (name, address, year of graduation, and so on) and mailing procedures would not meet our needs in other important areas.

Before the conversion, we defined what we wanted the system to do. Basically, we wanted to create one centralized records system to:

• *Meet university needs.* A survey conducted prior to the conversion in 1968 showed that at least 70 departments and agencies on campus had developed individual alumni records systems. These mini-systems ranged from simple manual files to IBM card systems.

With that in mind, we knew we had to create a records system that would combine these small systems into one efficient central system. We also had to make certain we could generate mailing labels and other related data for each department and agency, a service not generally available before.

• *Meet development requirements.* We needed one system to handle all accounting activity for all alumni development agencies. This would reduce costs, maintain audit trails, and simplify system maintenance and operation. In addition to easing the bookkeeping workload, the combination of these procedures would help us raise more money.

• *Meet the needs of the alumni office.* We conducted a detailed study to find out how best to use direct access to the computer for file maintenance and cash reporting.

• *Coordinate with other agencies.* We also looked closely at developing a way to make file-to-file transfers with agencies on campus such as the registrar's and admissions offices. The procedure would be based upon the use of the Social Security number as a common denominator.

• *Define the alumni data base.* A major concern in the conversion process was defining the actual data base structure and the working capabilities of the system. While we considered many other computer systems, the ultimate decision was to develop a system unique to ISU.

• *Provide efficiency and security.*

System efficiency and data security were important requirements in the design of the on-line system.

We wanted the terminals to be easy to use and to have consistently good response times. The system was designed so that only authorized personnel could operate the terminals by using sign-on passwords. Also, only terminals in the alumni office could access alumni data.

What our on-line system is like

Five IBM 3277 cathode ray tube display terminals connected locally to an IBM 370 computer support our on-line system. The data communications system we use is IBM's Customer Information Control System.

To receive the greatest return from our investment, we decided to use on-line support for as many applications as possible. There are currently two separate data bases on-line.

The Alumni Master Data Base (AMDB) contains biographical, geographical, gift, and pledge information while the Ledger Accounting Data Base (LADB) serves as the primary file for all ledger bookkeeping activities. The common denominator for AMDB is the identification (alumni) number while LADB records are linked by a four-character account number. This account number is also used in the cash reporting process to apply the gifts to the proper ledger accounts. Our conversion from batch to on-line began in 1975 with the programming of AMDB. Our system includes these capabilities:

• *Name entry.* The AMDB system is accessed by an identification number when available and by last, first, and middle names, if necessary. To provide this cross-referencing capability, we set up a separate file of names and associated identification numbers.

• *Selectivity.* Sequential searching of an on-line file for lists and mailing labels can become costly. Therefore, only pertinent data should be stored on this file. We minimized costs by creating a file with multiple record types, each having a fixed length based on its content. Data elements in each record type relate to one another. This decreases storage of unrelated data.

• *A note area.* Those of you who have worked with manual and batch systems know the importance of jotting notes on the record forms (for instance, "Joe Doe's wife is Joan, '17 Home Ec"). The on-line system accommodates this requirement conveniently. We've elected to refer to this file as a free text file.

• *Additional pledges and gifts.* There is no limit to the number of pledges and gifts that can be added to the system for each person. Once we enter pledges, the computer updates balances automatically as payments are entered during the on-line cash-reporting process. We've elected to leave pledges on the system indefinitely, remove gift records after one year, and transfer that data to permanent magnetic tape storage.

The LADB, while equally important to the success of the overall system, was not as complex as the AMDB. That portion of the conversion was relatively fast and painless.

Throughout the on-line conversion, we compiled computer programs to create on-line files from existing magnetic tape files. By using this procedure, we were able to transfer overnight from batch to on-line processing with no interruption of service to any alumni operations.

Advantages of our system

• *Immediate record access.* Under our old manual system, we made corrections on 3 x 5 cards. The batch system added a new dimension by providing computer generated lists and labels. However, this system also required a great deal of manual labor because each correction to the tape meant we had to manually file a computer printed card in the alumni master card file. With the on-line system, we have immediate access to records.

• *Fewer errors.* With on-line's direct access, we key data directly from the source document or from instructions over the phone. The result is better control of data and no duplicate entries.

• *Increased efficiency.* All areas of our records system, and especially accounting, operate more smoothly now that we are on-line. Cash-reporting errors have been virtually eliminated, and this results in clear-cut reporting procedures and audit trails.

• *Data addition flexibility.* One disadvantage of our batch system was that we could not add new types of data. Now, with an on-line system, we are able to add new data elements easily.

• *Financial benefits.* Our decision to go on-line has been financially rewarding. By attrition, we eliminated five full-time budgeted positions from our staff. This resulted in annual savings of more than $40,000 in salaries, benefits, and equipment. You may not experience this same savings if you plan a similar conversion at your institution, but it's a possibility. We have also had a leveling-off of our annual data processing costs. Under the batch system, we had a 10-15 percent yearly increase.

What we learned

While ISU does have a large alumni body, our problems are similar to yours, whatever the size of your institution. Obviously each shop has its own operational procedures, and for that reason we can only offer practical advice to those of you contemplating upgrading your record systems.

• *Plan before you convert.* Before you can convert from manual to batch, or batch to on-line, you need to do a great deal of planning. Involve everyone who will eventually use the system. Include your records staff, alumni office staff, development staff, departments, agencies, the administration and, especially, your data processing center. Make sure that you have a total commitment in writing from the administration and that your budget is adequately funded.

• *Investigate:* Contact your data processing director to find out what support you can expect, both in short- and long-term commitments. Question the effectiveness of batch systems, on-line systems, mini-computers, and so on. Explain your operation and ask for suggestions. Once you have a commitment from the data processing center, work to establish a good line of communication. We recommend that one person from the alumni office and one from the data processing center be assigned to coordinate the conversion. All communications should be in writing to prevent misunderstandings.

If you decide to upgrade your system, take your time and investigate possibilities. If you are currently on a manual system, consider going directly to an on-line system. If resources are available, you can develop an effective on-line system without the intermediate batch-system step.

• *Build attitudes before the conversion.* Those unfamiliar with automated data processing often fear computerization. For that reason, you should explain clearly the need for the conversion. Assure staff members of their importance to the success of the conversion and emphasize their roles under the new structure. Let them know that you expect their involvement in planning the conversion and then solicit their ideas.

People often fear that computerization will increase their workloads or even cost them their jobs. Plan your conversion so that you eliminate positions only through attrition, and make it clear to your employees that this is your policy. Explain that you do not anticipate workload increases, but that some job descriptions may change.

• *Plan for the future.* No records system is ever completely converted. You must put forth a great deal of effort to keep it up-to-date. Keep up with advances in word processing, computer equipment, and management techniques. Investigate continuing education opportunities for your employees, which will help them in their jobs and ultimately aid your operation. CASE

Good-by Addressograph, Hello Computer Records

Clemson Learns About Its Alumni

BY GEORGE M. MOORE
Associate Director, Alumni Relations
Clemson University

ALUMNUS THOMAS CLEMSON TOM DR BS ENGL 58
999000123 DR THOMAS C ALUMNUS 1 M M 012331 09 63 06 58 LARTS
ANYWHERE USA MR THOMAS S ALUMNUS 12 IRENE CALHOUN ALUMNUS NO ADEGHPL
ELIZABETH ALUMNAE 999 000 999 113059 E 50 SCPI FTHILL
ALLISON 68
1776 STATES ST UNIVERSITY CIRCLE CLEMSON SC 29631 8035553232 051665
23E DANIEL DRIVE AUSTIN TEXAS 12345 8035551212 052363
PO BOX 1976 CLEMSON SC 29631 N 051665
MA COMM U N C 63
PHD COMM TEXAS AT AUSTIN 65
PUBLIC INFORMATION OFFICE GE
GENERAL ELECTRIC COMPANY G004 0765
DIRECTOR MEDIA RELATIONS
BRIARWOOD SC 29612 8035559999 0765
BRANTLEY Q ALUMNUS 202 PARKWAY CIRCLE ANYWHERE USA 09090
112376 100.00 UC M
082375 500.00 UC M
092274 100.00 UC M
091173 100.00 RS R F POOLE SCHOLARS M
122172 100.00 UC M
011471 100.00 UC M
052370 100.00 UC M
07 1,100.00 07 500.00 Y 07 72 1,000.00 R 72

You are the person responsible for keeping accurate records for your alumni association. You maintain information on 26,000 alumni—information kept in Manila folders, on metal addressograph plates, and on 3 x 5-inch index cards. You've a small staff to keep the records up-to-date, and you've become convinced there's a better way.

If the description fits, your situation is the same as ours was at Clemson University a few years ago. However, it all changed with an Alumni National Council-University decision to convert our records to computer.

When the Clemson alumni office reorganized in 1956 and established its annual giving program, its mainstay was a secondhand addressograph machine. Bolstered by increasingly large numbers in graduating classes, in 1970 we were faced with this choice: investing in new equipment that would provide the high degree of selectivity we needed or going to computer.

Clemson University historically has maintained strong academic curricula in the sciences, engineering, and technology. Thus the campus computer center had the equipment needed for our operation. Therefore, we chose to go with the IBM 370/158 computer with its magnetic tape and disc storage.

Such a bold decision is not made one day and followed the next by keypunching. You first must determine the information needed and then decide how best to get it. We spent 14 months reading, planning, and writing before soliciting information from our thousands of alumni.

Along with a campus computer center representative, we attended an American Alumni Council (predecessor of CASE) conference on conversion to computers. In addition we collected documents and ideas from institutions similar to Clemson and incorporated suggestions from them into the basic program. We decided to seek current information through a questionnaire, and to fill in the remaining holes with data from our old records.

We mailed the resulting four-page, 100-item questionnaire to all Clemson alumni—graduates as well as nongraduates who attended Clemson at least one semester. (Initially, we used a six-page questionnaire but decided that we were asking for more information than we actually needed.)

Almost 70 percent of our constituents returned the questionnaires.

The phenomenal response grew out of advance planning. We tied the questionnaire to publication plans for the university's first complete alumni directory. Each alumnus/a received a

questionnaire and a flyer describing the directory. The tie-in, we feel, triggered the high degree of response.

The Questionnaire

We continue to use the same questionnaire. It seeks information in three general areas: personal, student days, and business affiliations. In addition, a 15-item section requests alumni to indicate interest in projects such as:

- participating in the Alumni Loyalty Fund personal contact network;
- assisting in recruiting athletes for Clemson;
- including Clemson University in their wills; and
- serving on reunion planning committees.

The personal section includes all information we need to have quickly available, such as address, phone number, spouse and children, military service, graduating class, and degree.

The student days section requests information about college activities (clubs, honorary associations, etc.).

From the business affiliation section we learn about a person's employment career and his or her current employment and title.

Each completed questionnaire immediately receives a permanent alumni number. This helps us identify members quickly and with a minimum of errors. After our staff members mark the printed coding spaces on the questionnaires, they send them to the computer center for keypunching.

At the same time, we feed into the computer information from our accounting records of alumni gifts to the annual fund and other special programs.

The result is a one-page, 8½ x 11-inch master record for each member, containing all the basic information we know. Even though we still maintain a file of clippings, announcements, and correspondence for each constituent, we rely primarily on the computer record. Incidentally, we tested the new system for almost a year by operating addressograph, manual, and computer records simultaneously before relying solely on the computer.

Changes

Of course you cannot simply lean back and relax just because all your records are in a computer. Changes come in every day and your system must reflect them.

We classify record corrections as priority or as regular. Priority changes include those that affect the mailing label or the individual's annual giving status. Prompt action and acknowledgment are important when, for example, an alumnus/a becomes employed by a matching gift company, gives to the annual fund, or changes address. We run updates at least once a week (up to three times weekly during peak periods) on priority changes.

Regular changes include items such as father's name or daughter's age that we pick up from newspapers, newsletters, or other sources. These changes go to the computer center in batches every two or three weeks. Regular changes go into the computer's record, but do not result in a new master form unless the change also includes priority information. Until priority changes occur on a record, regular corrections remain in pencil on the carbon-copy record we maintain.

Most changes result from correspondence, either from alumni or from the post office. If we learn of a potential priority change, we send a tracer card that acts as a mini-questionnaire for confirmation and additional information. It, too, may be coded directly for keypunching.

Death reports require confirmation from a source such as a family member or newspaper obituary before we publish the news or delete the record from our files. We do not accept a post office report of death, but rely upon a confirmation card sent to the family (after waiting a reasonable length of time) or to a personal contact.

In cooperation with Clemson's public relations office, we use a clipping service to locate items relating to alumni. Other changes come to us through company releases, reunion programs, class agents or officers, and Clemson's personal contact network.

When someone gives to the annual fund, we include with the gift acknowledgment card a brief resume of the biographical information carried by the computer. We ask the donor to correct any incorrect details.

By using these varied sources of information, we are able to maintain records on all but 1,400 of our 26,000 constituents. And we constantly are at work trying to find these "lost" former students.

Additions

New graduate records, 2,000 each year, are a compilation of information from the registrar and from our questionnaires. About three weeks before graduation, we send a short biographic form to each senior and ask that he or she personally return it to the alumni office and receive a graduation gift. We then allow the graduate about five months to get settled before sending the full questionnaire.

The registrar provides us with names of student dropouts. Each receives a visit or call from his or her personal contact representative, or receives a letter from our office. If the former student shows a continuing interest in Clemson, we add his or her data to the file and retain it for at least five years.

When graduates request that their names be removed from our files, we simply code their master records in order to exclude them from further contacts or solicitations. However, we never delete graduates from our file. The information is retained in our permanent records.

Uses of Alumni Records

In addition to the obvious benefits of having consistent, error-free selectable records, computerization refines our alumni and development services.

The computer can compute and itemize an individual's total giving record. Gifts, automatically recorded from the deposit slip, are acknowledged, in part, with a computer printed "picture" (and tax record) of each person's contributions to Clemson.

Computerization helps the university locate potential gifts as well. For example, when a donor working for a matching gift company fails to submit a matching gift form, the computer flags the entry. We then remind the contributor of the matching gift opportunity and send along company-supplied forms to make it easier.

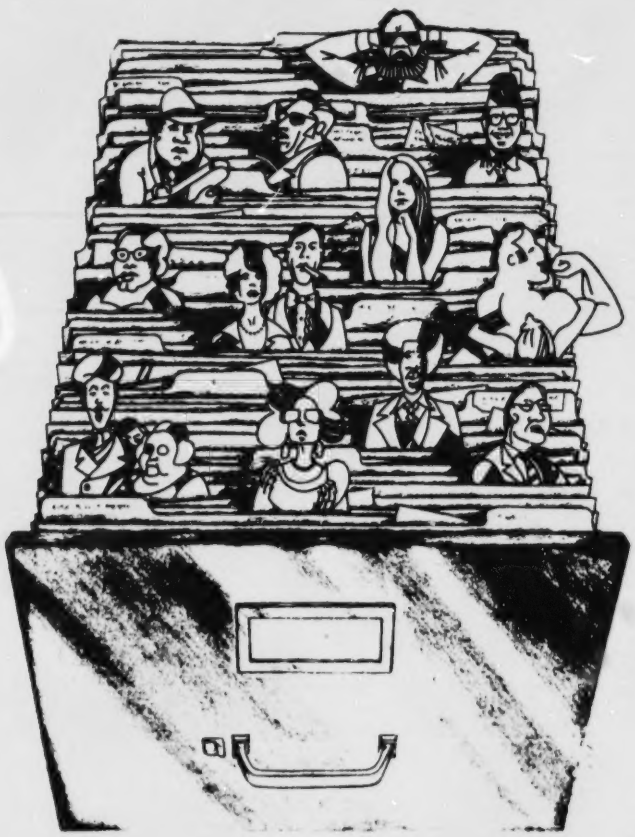
We use "areas of interest" records from the initial questionnaire to remind members about deferred giving, student recruitment opportunities, or alumni association volunteer activities. Publications and announcements

go out with reliable, easy-to-use Cheshire labels as a result of our conversion to computer. The selection capabilities of the program help match people to both jobs and contacts through our alumni placement service. And, we now have our first complete alumni directory. CASE

The great alumni trace

Out of the files and into the computer

BY JOYCE BAGGERLY
Supervisor, Alumni Records and Research
Brigham Young University



Allen Carroll

The university safety engineers here warned us two years ago: one more piece of paper in our overcrowded file room and we might fall through the floor into the Annual Giving Department below.

We also had another problem. We were finding it hard to trace an ever-increasing alumni constituency. Yet our alumni constitution commits us to mail to each alumnus/a.

Our solution to both problems was to expand our computerized alumni tracing system. Here's how we did it.

Under our partially computerized tracing system, each alumnus/a on file had one tracing contact (usually a parent). We could contact this person to get a current address.

In three years, this system allowed us to find about 12,000 good addresses—adequate results, we thought.

But you can see the limits of such a system. What happens when the one contact can't or doesn't produce a current address? We needed a system that allowed us to store more than one contact. If we could store all those additional addresses on computer, we would make those engineers happy, too—by getting rid of some files.

So we did it. We came up with a fully computerized alumni tracing system, consisting of a tracing master file of variable length. The file contains an entry for each person for whom there is at least one tracing contact. And we can list up to 20 contacts.

We assign each contact a priority corresponding to his or her relationship to the individual being traced. For example, the parents are priority one, brothers or sisters, priority two; and so on. If we do not have any tracing information, the person's name remains on the alumni master file, but does not appear on the tracing file.

When we have a tracing run, usually every three months, we compile all alumni of no listed address. These come from the alumni master file, matched against the tracing file. Then, automatically, the computer produces a tracing card with the name of the person being traced, his or her BYU ID number and, of course, the name and address to whom we should send the inquiry. The mailing then goes to the person the alumnus/a has listed as next of kin (priority one).

We mail this card in a window envelope with a covering letter. (The cost is minimal. In our last processing, the cost of gaining 4,200 addresses was about 16 cents each.)

If the card with the current address has not been returned within three months, we send the mailings to priority two, then three, and so forth.

There's an added bonus in our system if a tracing contact has attended BYU. His or her ID number is inserted on the tracing record so that the contact's address changes are automatically updated. Needless to say, this saves time and money in hand research.

At this point, we have not yet transferred everyone listed on the alumni master file to our tracing file. This is because we don't have any "priority one" or other addresses for some alumni. These names without tracing contacts appear on an "error list," pro-

duced by matching blank addresses on the alumni master file with the tracing file. Names on the error list then become the subjects for staff research. We try to locate contacts for as many as possible before the next search.

By doing hand research here on campus, we can usually find enough information to develop contacts for these error list people. But this takes time.

Meanwhile, we're making certain we keep up with today's students, tomorrow's alumni. As soon as students have the required number of credit hours to be considered prospective alumni, we extract from the university's student computer file the names and addresses of their next of kin. Then we add the subsequent priorities by hand research.

How has our new system saved us file space? Two years ago, when we looked into our files, we found more old tracing data (cards, forms) than biographical data. So we eliminated the cards and forms. With our new tracing system, we didn't need them.

Wherever possible now, we cull a file onto one 8½ x 11 sheet of information per alumnus/a and file it alphabetically in a notebook. What had been stored in two five-drawer file cabinets now fills about one bookcase. For those alumni whose biographical information cannot be contained on one page, we still have individual folders.

The result? So far, we've cleaned out 28 of the 85 five-drawer file cabinets in our office. With the sale of the cabinets and the 50,000 used folders, we have more than recovered the cost of setting up our computerized tracing system.

We estimate it will take another three or four years to finish clearing our cabinets, leaving us with about 10 full cabinets and six bookcases of 39 notebooks each.

Our alumni constituency, now at 175,000, will top 200,000 in the next couple of years. Although we were forced to use a computer to keep up with our growing constituency, we now find we like our system. Being able to mail requests for 9,000 blank addresses using about three minutes of computer time certainly beats our old tracing methods. case

Here Are 300,000 Reasons For a Flexible Data System

BY MARY E. DEWEY
Manager of Alumni Records
The University of Michigan

Mobility is a way of life in the United States where 20 percent of us change our addresses each year. If we in education are to build good will and support, we must maintain contact with our alumni in this mobile society. This calls for accurate, current records.

The over 300,000 alumni from the University of Michigan's 18 schools and colleges are at least as mobile as the rest of the population. As a result, our office records over 60,000 address changes annually. In addition, 10,000 new graduates become part of the alumni records each year.

Keeping track of this resource is a monumental task. During its 139 years of operation, the alumni office accumulated 278 five-drawer file cabinets containing biographical information on alumni. In addition, we now have 286,000 records on a computer tape system.

A 1973 survey showed costly duplication of effort among three of the university's separate record systems: alumni, development, and gift receiving. We also found that the university's computer tape system was too expensive for the low-volume user and inadequate for the large-volume user.

To halt the duplication and to serve as many interests as possible, we combined records from the three offices. The result is our new comprehensive Alumni/Development/Gift Data Base. A team of representatives from the university's data systems center and the three departments involved developed the system. The team visited and gathered information from several universities with similar challenges, including Harvard, MIT, Ohio State, Northwestern, and the University of Iowa.

We developed our system after carefully considering the university's needs. If you are planning to establish a new records system or are evaluating existing systems, you should consider these priorities:

- determine what information is important to the college;
- decide between a manual and a data processing system; and
- design a system flexible enough to serve the smallest component but able to accommodate future growth.

Our volume demands computerization. In our office, we maintain records with two on-line cathode-ray tube terminals, visual display satellites of the university's administrative services IBM 370/158 computer.

Current information on the alumni records portion of the system includes a control number, record name, mailing name, address, list type, sex, degrees (up to five), school, field of study, year, campus, and prior name(s).

The terminal operators need the skill levels of good typists. While the mechanics involved in the operation are basic, the procedural details are not. After much trial and error, we combined the operating details in an in-office procedures manual. This guidebook is important when you consider staff turnover and the use of part-time personnel. Our present staff of six clerks can comfortably process alterations to the file.

Development and conversion costs of a data base vary with the size and complexity of the system. In our case, each terminal leased on a three-year contract costs $157 per month. Operating costs at this time are three cents to view a record and four cents to update a record.

We decided to design the most flexible system possible—one that would allow a variety of users in our multi-university setting. Any school, college,

or department within the university now may use the Alumni/Development/Gift Data Base by leasing a terminal at its own expense. In addition, a specialized data segment for each school is available for use in obtaining alternate addresses or in expanding alumni information. The medical school, for example, uses it to keep track of alumni biographical information.

This data base system is best for a large campus. It is possible, however, to refine our plan to meet the needs of smaller institutions. Whether using microfiche, microfilm, addressograph plates, or any other storage and retrieval method, you should consider carefully frequency of use, storage space, available staff, population, and allocation of funds.

It is important as well that an administration not be locked into a system that cannot be expanded or developed. Various options may include leasing equipment instead of buying it, or forming a consortium for sharing start-up and maintenance costs.

But whatever information you gather, whatever method you use, you should recognize that the likelihood for future support will come primarily from your alumni, former students, and friends. Accurate records are skeleton keys to that support. CASE

Personalizing Direct Mail With the Computer

BY EDWARD SOMMERS

The word "computer" conjures up a *1984* image in which a terrible machine encroaches on every aspect of our lives until we are totally dehumanized. The mere mention of the word "computer" brings humanist-defenders to their feet, pleading for the rights of the individual and damning that ubiquitous digital monster.

Of course, the bad rap on the computer comes from people who fail to use it properly, or to recognize how it can serve them. For example, businesses use the computer to insert names into the body of a mass-produced sales letter. Very few of us believe that this makes it a personal letter. Businesses should use their machines more intelligently. For example, an insurance company can identify safe drivers among insurance prospects; a clothier can locate customers who wear 34-33 trousers or 40-long jackets. Businesses can offer great savings to the customer if they use their machines well.

In a direct mail campaign, many colleges use a very few volunteers whom they overwork. Volunteer and professional quickly become disenchanted. Instead, consider employing more volunteers and using them better. Give each one limited, reasonable duties which can easily result in improved gift receipts for your college. The computer can help you do this.

The typical campaign goes something like this. First, you locate your prospective class agent and convince him or her to work for the college. This isn't easy. Part of the problem is that you plan to use him for the rest of his life, if he's any good, and he is not prepared to commit himself. His first duty is to write a fund-raising appeal. He probably doesn't understand the real financial needs of the college. His appeal is often so wishy-washy it could be worked into the local Pee Wee hockey fund drive. After a few missed deadlines, your typists pound out the stencil and the agent's name is affixed to the bottom. But the letter begins "Dear Classmate" and ends "If you've already given, please disregard this letter." This tells the prospect that the agent doesn't know who has given and who has not. The letter loses even more credibility when the addressograph smudges the prospect's name. The fact that the letter is postmarked at the college town, although the agent lives halfway across the country, doesn't help matters.

The prospect will give—if he or she had intended to anyway. At Middlebury, our system is markedly different in both technique and results. It is unique in terms of the number of volunteers we employ and the turnover we have built into it. We couldn't do it without our computer.

About five years ago, we were confronted with the fact that our stereotyped class-agent system was not working. Our agents were overworked, with 200 to 400 classmates to dun. The agents' usual tool was an ill-conceived form letter. Since we did not have a computer or the clerical help to support a better system, we were not distributing any gift records to our agents, and this compounded the problem. We were running a low-pressure, easy-going mail program, and our gift receipts reflected it.

Using our brand-new IBM 360-20 computer, we developed our present system and gave it a one-year pilot study. This proved so successful that we decided to go entirely into the new computerized system.

Here's how it works. We assign 13,000 alumni to 800 permanent teams of about 16 classmates. We add an individual's team number to the information we store on our computer. From information in team giving records, we select the largest donors to be team leaders. We then ask the computer for the appropriate mailing labels. The recruiting mailing includes a team leader handbook, which outlines the job, and a team giving record. At this time the record lacks specific giving details. It serves only as a team roster and contribution synopsis, preserving donors' privacy until the team leader says "yes" to the job.

This recruitment mailing goes out in September. The cover letter asks the prospective class agent to serve for two years as a solicitor. His duties will take only one hour of his time twice a year for these two years. Enclosed is a roster of 15 prospects, all of them fraternity brothers of the agent. He is told that 20 other class agents are assigned to the rest of his classmates. He is also told he will get complete instructions at the time of the first mailing. The job sounds easy, yet important, so he says "yes" on an enclosed reply card. In late November, our agent opens a letter from the fund office thanking him for agreeing to be a team leader and asking for his own gift to start the year off properly. Being the obliging type, the agent promptly sends us a generous check.

Once our team leaders have agreed to serve, we make sure their time is spent asking for money rather than

doing work that can be done by our staff people. We use the computer to address envelopes. A hand-operated stamping machine run by two people in our mailing service puts postage on the envelopes. The computer sorts the addresses by team and zip code so that the people doing the stamping can find the foreign addresses without difficulty.

In early February, the agent receives a package of addressed, stamped envelopes for his 15 classmates, as well as a giving record showing what each gave for the past three years. He adds his own messages to the bottom of an attractive and effective appeal, originated and prepared by the fund office.

Many of the team leaders throw in tidbits of class news, but they are instructed to get the fund-raising message across first. We suggest that they say, "We always count on your gift and you never let us down, but could you consider bringing it up to $25 this year?" Or, "We've missed your gift in past years and if you can come through this year with, say $25, we can improve on our 50 perc nt participation." Or, "We received your gift a short time ago and I want to add my thanks to those already expressed by the college. You've helped the cause once again."

In early April, the agency receives another package from the fund office with the same kind of tools: a gift record, stamped envelopes, professionally-prepared appeals, return envelopes, and an instruction sheet. He does his job again, thanking the donors and really laying it on the hold-outs.

In July or August, our agent gets a final giving record showing the results of his efforts. He also gets a performance of the classes sheet which shows whether his team's percentage of participation is in the "Top 10" in the entire college. A personal note from the fund office thanks him for his work. Our agent is giddy with glee and can't wait for next year's fund drive to start.

In past years, we have been able to congratulate team leaders for winning two U. S. Steel Achievement Awards in Alumni Giving. When we retired over 750 workers last July, an extraordinary number of them said that they truly enjoyed doing their part for the college.

At today's postal rates, this turnover is expensive. But it is a critical ingredient of our mail solicitation program. We involve as many alumni as possible in our fund raising, as quickly as we can. There are many reasons for doing this, not the least of which is that our volunteer team leaders are our most generous donors. Last year, 86 percent of our first team leaders gave $115,000 to the college, while 90 percent of the current team leaders gave $100,000.

The computer can help us in other ways. We have a small group of people with large-gift potential. We should pay special attention to this group; they should hear from us about our special gift societies, tax incentives, and how to give securities. Our computer enables us to retrieve giving information on these people. We can find out the amount a person has pledged to our recent capital campaign, and the payments made on that pledge. We can find out whether the donor pays quarterly, semi-annually, or annually, and the dates on which he or she likes to make payments. We can also find out what kind of projects our prospect likes to support. We are currently studying the feasibility of expanding the data base for our rated prospects so that we can print much more good information on these special-gift candidates, such as an individual's occupation, business address, office and home phone numbers.

We know the year an alumnus graduated and can translate this information into an approximate age. We try to appeal to the younger generation of alumni—let's say the classes of 1965 and up—in their own terms. At the same time we can relate to the older group and talk about bequests and planned giving.

Getting that first gift is important, but getting two gifts in a row is essential to develop the *habit* of giving. It makes sense for all of us to concentrate some effort on that person who gave for the first time last year. Our computer can be a tremendous help in finding that person. We all know how effective LYBUNT letters can be, and effective uses of an individual's giving pattern are virtually limitless.

Since we know a person's zip code, we can organize our targets by geographical region and work out a regional solicitation program. Personal solicitation is the best way to get the large gifts, and a regional solicitation program probably has the finest potential of

any of our computer-supported efforts.

You can undoubtedly think of many more mailing ideas than these I have mentioned. And the beauty of using the computer in this way is that no prospect would get more than one or two mailings.

We should give each prospect the feeling that our letter, even if it was mass-produced, was written specifically for him or her. The subject matter should be of special interest to the prospect. This tells each prospect that we have taken the time to research his particular situation and that we have prepared our appeal to speak directly to him. With that approach we should be able to keep these friends of ours awake and interested, and reacting the way we want them to.

Computer-supported programs and/or effective use of on-campus clerical help enables you to expand the use of your volunteers. At Middlebury, we are delighted with the improvements in our direct mail program, and the team leaders have done it for us. This improvement will continue, invigorated by the new blood we transfuse into our programs every two years.

Our latest group of recruits brings the number of volunteers helping the annual fund to around 2,500 since the inception of the program in 1970. And if our present pace continues, over 90 percent of these workers will make their own gift each year and, we hope, for many years to come. Theoretically, 30 years from now every one of our Middlebury alumni will have served as a team leader, and will have been reawakened to our cause. If we continue to enlist the support of our computer, we can add an important dimension to our appeals and remain competitive with other equally just causes.

EDWARD SOMMERS, *formerly associate director of development at Middlebury College, is now vice president for development at Knox College in Illinois.*